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ABSTRACT

This overview of West Virginia's 16 public colleges and universities focuses on higher education's response to six statutory goals: (1) better preparing students to enter college; (2) improving access to higher education; (3) preparing students to compete in a global economy; (4) focusing resources in areas which offer students the greatest opportunities for job creation and retention; (5) using resources efficiently; and (6) compensating faculty and staff at competitive levels. The report opens with the strategic plans of the University System and the State College System together with description and statistical profiles of each institution. Chapters 2 through 7 display various indicators which address the statutory goals. Chapter 2, "Preparation," covers performance of West Virginia students on college entrance examinations and enrollment in developmental courses. Chapter 3, "Access," displays estimated total college-going rates of West Virginians and the growing number of students assisted by financial aid. Chapter 4, "Student Outcomes," presents retention rates, graduation/completion rates, and performance on professional licensure examinations. Chapters 5, 6, and 7 report on economic and workforce development, productivity and efficiency, and faculty and staff, respectively. Completing the report are data on campus security and West Virginia health sciences and rural health education partnerships. (DB)

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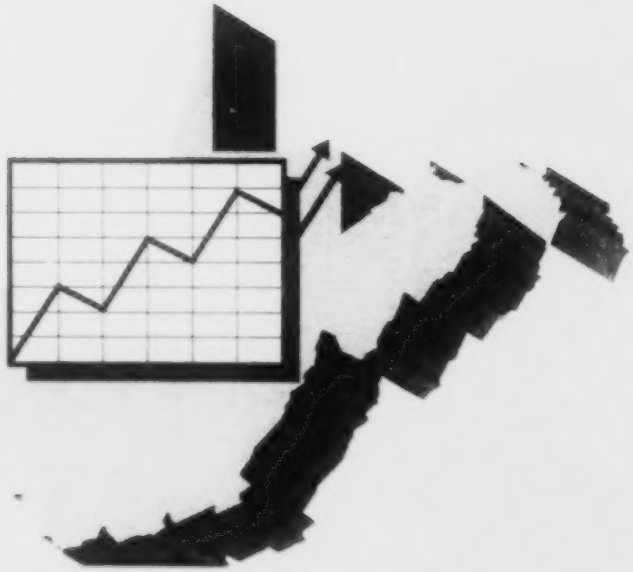
West Virginia Higher Education Report Card 1997



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Introduction

The State College and University Systems of West Virginia are pleased to present the sixth annual *West Virginia Higher Education Report Card*. The West Virginia Legislature created the Higher Education Report Card in 1991 in order to "make information available to parents, students, faculty, staff, state policymakers and the general public on the quality and performance of public higher education," and the first report was published in December 1992. Since that time, the Higher Education Report Card has continued to evolve. This sixth edition reflects the desire expressed through Senate Bill 547 (1995) for the report to monitor higher education's response to the six statutory goals which emerged from the Higher Education Advocacy Team meetings in 1992. Briefly, these goals include: *better preparing students to enter college, providing greater access to higher education for all West Virginians, preparing students to compete in a global economy, focusing resources in those areas which offer the greatest opportunities for students and for job creation and retention, using resources to their maximum potential to ensure that West Virginia higher education is more productive, and compensating faculty and staff at competitive levels to attract and retain quality personnel.*

These six important goals provide the framework for the information and statistics which appear in the following pages. The document opens with the strategic plans of the University System and the State College System together with narrative and statistical profiles of each of the sixteen institutions which comprise the two systems. Chapters 2 through 7 display numerous indicators which specifically address the statutory goals, with the full text of each goal included at the outset of the chapters. For example, Chapter 2 on *"Preparation"* comprises such measures as the performance of West Virginia students on college entrance examinations and enrollment in developmental courses. *"Access"* (Chapter 3) displays estimated total college-going rates of West Virginians and shows the growing number of students assisted by financial aid. *"Student Outcomes"* (Chapter 4) presents retention rates, graduation/completion rates, and performance on professional licensure examinations, and Chapter 5 indicates some ways in which higher education is responding to the increasing need for *"Economic and Workforce Development."* *"Productivity and Efficiency"* (Chapter 6) includes information on the expanding use of technology and instructional expenditures, and Chapter 7 answers questions related to *"Faculty and Staff."* Completing the report are data on *"Campus Security"* and materials describing West Virginia's vital *"Health Sciences and Rural Health Education Partnerships."* New to this 1997 volume are data indicating the gender and ethnicity of West Virginia's student population (Chapter 3) and of faculty and staff (Chapter 7); the percentage of West Virginia's population 25 years of age and above enrolled in public higher education (Chapter 3); satisfaction of graduating students with their preparation (Chapter 4); and employment and earnings of West Virginia's college graduates (Chapter 5). The Health Sciences Chapter incorporates an expanded view of the retention of medical and other health science professionals in West Virginia.

In refocusing the Higher Education Report Card on the above issues, the foremost goal was the creation of an even more readable and useful document. To that end, many of the indicators are shown with graphs depicting five years of trend data for the State in addition to the 1996-97 figures for each institution. Because the data represent 1996-97 and prior academic years, a conscious decision was made to include the former West Virginia Graduate College as a separate institution since the merger with Marshall University occurred on July 1, 1997, beyond the time frame of this report. West Virginia University Institute of Technology is shown as a University System institution this year, following the July 1, 1996 merger with West Virginia University.

In reviewing this document, it is important to bear in mind that different types of institutions serve different missions. As a result of these differing missions, their areas of emphasis will change. For instance, faculty members at universities typically are expected

to be more active in research projects than are faculty at two-year institutions. Extension activities and public service play a significant role at land-grant institutions such as West Virginia University and West Virginia State College. Career-technical programs and involvement in workforce development are several prominent features of community and technical colleges. For this reason, West Virginia's public colleges and universities are compared with their Southern Regional Education Board (SREB) peers throughout this report. Since higher education institutions within the same category are more similar to each other than they are to institutions in other categories, comparisons among various SREB categories generally are not considered meaningful. The Appendix (page 153) defines the four SREB categories which apply to West Virginia's public higher education institutions.

Higher education must continue to be accountable to its many constituencies, including students, parents, state policymakers, and the public at large. Reports such as this offer indicators of the myriad activities which occur at each of West Virginia's sixteen public colleges and universities, and it is hoped that these statistics will provide a useful starting point for readers. However, it must be emphasized that this document presents just one facet of the total higher education picture. ***Ultimately the performance of the State's colleges and universities is best judged by the difference they make in the lives of their students and in the lives of all West Virginians.*** As a result, the reader is urged to use caution in interpreting the numbers in this report beyond the context in which they are presented.

December 1997

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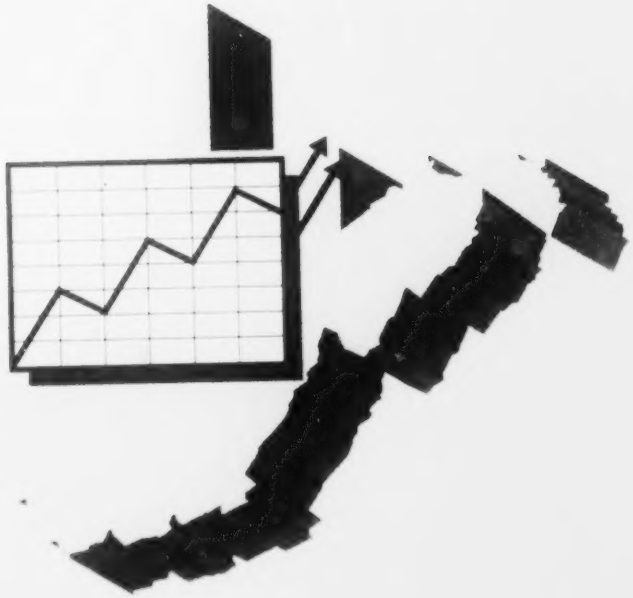


University System

The University System of West Virginia

West Virginia University
Marshall University
WVU Institute of Technology
Potomac State College of WVU
WVU at Parkersburg
West Virginia Graduate College
West Virginia School of Osteopathic Medicine

INITIATIVES OF THE BOARD OF TRUSTEES

This plan contains the initiatives of the Board of Trustees. The initiatives conform with the statement of purpose and the guiding principles developed by higher education through the Governor's leadership, and they are designed to achieve the goals and objectives mandated by the Legislature in Section 18B-1-1a. The initiatives apply where appropriate to all campuses within the System. For campuses with limited programming at the graduate/professional level, the Chancellor with the institution needs to identify the initiatives that apply. Additional campus-based initiatives conform with the eight principles and help achieve the legislative goals and objectives. The additional initiatives are not listed but will appear within the campus plans beginning with the 1 November 1996 reports. The System Plan presents the purpose of public higher education and follows with a list of the eight principles. Each principle has a number of Board of Trustee initiatives.

The Board acknowledges that it is pressing the institutions through this plan to measure many outcomes that some institutions heretofore may not have measured. The Board recognizes the difficulty of the task, but believes we must experiment and expand our abilities in this area of outcome measurement. In addition, a performance-based planning effort requires performance measurement and the interpretation of the measurement necessitates benchmarks, whether those benchmarks are external standards, standards defined by the institution or historical comparisons.

PURPOSE OF HIGHER EDUCATION

The purpose of West Virginia's system of public higher education is to serve as the driving force that propels and sustains individual, community and economic development as well as good citizenship in West Virginia through education, training, research, service, and leadership.

PRINCIPLE 1. Preparing for Life's Work

It is essential that higher education prepare people for a successful lifetime of work and contribution, which includes participating in a democratic society and a global economy as involved and informed citizens.

Board of Trustees Initiative 1. Beginning with the 1996 graduating class, graduating students will be surveyed prior to graduation concerning 1) their satisfaction with their educational experience and 2) their satisfaction with their preparation for employment, graduate or professional school, or other post college program. Within one year following graduation, the students shall also be surveyed on employment, participation in any professional school, graduate or other post college program and satisfaction with their preparation for career or further academic study. For institutions already administering surveys, the Board will begin by reviewing the information currently collected and the conclusions of the institution. A benchmark will need to await the outcome of the survey and the establishment of base line information.

Board of Trustees Initiative 2. The System will define by May 1, 1997 a common campus-based method of testing a random sample of students before graduation to determine the level of competency in essential areas, identified in statute as reading, oral and written communication, mathematics, critical thinking, science and technology, research and human relations. The intent is to evaluate the level of student performance as a means to assess the institution's ability to develop students in these essential areas to a college level of competency. When first implemented in the 1997-98 year, the goal will be to have 100 percent of all associate and bachelor level graduates achieving the minimum level of performance that is appropriate to a college level degree. Institutions may well need systems of assessment for entering students to appropriately place students in introductory or developmental courses and to measure the value added in basic competencies through their college work.

Board of Trustees Initiative 3. Each academic program must identify and use a quantitatively based means of assessing the knowledge and skills of its graduates against a national standard. Where comparative data are available, the benchmark shall be the national standard and the goal shall be to meet or exceed the national standard. The intent is to measure the skills of a random sample of graduates as a means of assessing the quality of the academic program. The results of the assessment will be included in program review self-study reports and incorporated into the annual program review format beginning with the 1997-98 academic year. Campuses will report to the Board of Trustees on the assessment tools to be used for each program by December 1, 1996. For those programs where comparative data are not available to establish a benchmark, the campus must establish a benchmark and explain the rationale.

Board of Trustees Initiative 4. By the Fall semester of 1997, each campus will have implemented a citizenship component to the curriculum with indicators of its success. The citizenship component must include two elements. It must seek to impart the responsibilities as well as the privileges of living in a pluralistic, democratic society, and it must include a student service component that develops a sense of responsibility on the part of the student to contribute to society.

Board of Trustees Initiative 5. By July 1, 1996, West Virginia University at Parkersburg, Potomac State College and the Community and Technical College of Marshall University, the three University System institutions which offer community and technical college programs, will have established regional district consortia committees to address community and technical college education and workforce development needs of each institution's service region.

Board of Trustees Initiative 6. By April 1, 1996, the Board of Trustees will identify a set of economic measures by county that can be used to track economic activity that is relatively easy to collect. The economic data will be collected for each community and technical college service area and used as one of the evaluative measures of the economic development success of the campuses. The benchmark level will need to be established by service area after the baseline data is collected.

PRINCIPLE 2: Increasing Educational Opportunities and Standards

Increase access to and participation in higher education without diminishing standards and assist K-12 school in getting students ready for higher education.

Board of Trustees Initiative 7. Each institution or campus with undergraduate programs will submit by March 1, 1996 a list of the counties with which it has pledged to work cooperatively in improving ACT and/or SAT test scores for students who plan to go to college. Each campus must identify at least two counties with which to work; Marshall University will identify at least four; and West Virginia University at least five. The Central Office will provide to each institution for its use in working with the counties: a) ACT and/or SAT scores, b) additional demographic information, and c) information on success in college for the graduates of each county. In the participating counties, the benchmark is the ACT and/or SAT score and the goal is to meet or exceed the national average score for each of the subtests within the ACT or SAT.

Board of Trustees Initiative 8. The goal of the institutions, and their collaborating counties, is to increase the percentage of students going on to post-secondary education directly from high school. The benchmark is the national average transition rate from high school to college.

Board of Trustees Initiative 9. Because of the low college-going rate in West Virginia relative to other states, the institutions, with their collaborating counties, will work to increase the number of students over 25 years of age taking at least one college-level course during the year. The institutions, with the help of the Central Office, will track their students who are over 25 years of age to determine the number who complete academic work. The benchmark must be derived for each county and would be based, in part, on current levels of participation. The goal is to increase the number of students enrolled and to attain the benchmark levels.

Board of Trustees Initiative 10. The institutions, working with their collaborating counties, will increase the number of college courses successfully completed by qualified high school students before high school graduation. High school students may qualify for academic credit through courses offered by the college or through successful completion of Advanced Placement examinations. The institutions, in conjunction with their local school districts, will track the students to determine their success in college. For high school students enrolling in college courses, the institutions will measure the number of persons attempting the courses compared to those successfully completing the courses.

Board of Trustees Initiative 11. Beginning with the fall of 1996 class, all institutions will accept a common application form for admissions. Other forms and approaches are permissible, but a common form must be accepted. This system of admission will be implemented by the fall of 1996. In addition, University System institutions will accept with the 1997 entering class the Common Admissions Form developed by the National Association of Secondary School Principals.

Board of Trustees Initiative 12. The Board of Trustees wishes to increase the retention rate of its institutions. It is recognized that much is being done to improve retention at the campus level. The Board wants each institution to develop an appropriate benchmark against which the success of its retention programs can be measured. By June 1, 1996 the institutions will report their historic retention levels with the benchmarks level they will seek to achieve by the end of the five-year planning period, June 30, 2001.

In addition and by December 1, 1996, the Chancellor will have compiled information on the approaches institutions across the country have used in controlling or limiting alcohol and drug abuse among their students and will report on the findings to the Board of Trustees.

PRINCIPLE 3. Partnering for Quality and Efficiency

Achieve through the strategic planning and implementation process, the formation of partnerships and the merging of programs, administrative services, and/or institutions where they will result in higher quality and greater efficiency.

Board of Trustees Initiative 13. Each institution will be at least ten percent more productive in teaching than the average of its peer institutions as measured by the ratio of student credit hours taught to FTE faculty as found in current Board approved definitions.

Board of Trustees Initiative 14. Each institution will be at least ten percent more productive in administration and the number of administrators than the average of its peer institutions. The current Board approved definitions for administrative productivity will be used.

Board of Trustees Initiative 15. The Board has two concerns on the efficiency of providing programs to students; the first is the availability of courses when students can take them, the second is the number of credit hours required to complete degree programs.

The Chancellor is charged to develop with the institutions and by September 1, 1996, measures of the availability of courses and the compatibility of students' needs.

By June 1, 1996, the Chancellor will submit a report of the numbers of hours required for the completion of each associate and each baccalaureate degree within the system and in addition will report on the number of hours taken by students who graduate with those degrees. The intent of the Board is to ensure that the number of hours required for a degree is not excessive.

Board of Trustees Initiative 16. It is the intent of the Board of Trustees that procedures for evaluation of faculty for purposes of award of promotion, tenure and merit-based salary increments be directly connected with faculty workload assignments as developed through institutional workload policies. In the Board of Trustees approved workload policies the academic units (departments) are to be evaluated considering their accomplishments in instruction, research and service relative to the resources devoted to these categories. Similarly, it is the intent of the Board that faculty within the departments be evaluated in their performance relevant to their assignments in instruction, research and service. It is the expectation of the Board that each institution also have an effective policy for review of tenured faculty. The Board of Trustees directs that the Chancellor conduct a review of current evaluation practices as a basis for any recommendation for policy changes for the future. This report is to be submitted to the Board by April 1, 1997.

Board of Trustees Initiative 17. For internal comparison purposes, the system will report on transcripted credit hours and on the ratio of student credit hours attempted to student credit hours on the transcript. The intent is to move this ratio closer to 1/1 from the current baseline.

Board of Trustees Initiative 17a. By June 1, 1996, the Chancellor will define and describe with the Presidents, a set of administrative consolidations that might be implemented for libraries, registration systems, personnel functions, accounting functions, and purchasing functions.

PRINCIPLE 4. Measuring by Results

Establish a system of performance measures and rewards based on outcomes rather than inputs, by which the quality and efficiency of higher education in the state can be measured and opportunities for improvement can be identified to achieve the aims of the statutory mandates.

Board of Trustees Initiative 18. For the financial audits covering the 1995-96 years, the system will seek to implement a consolidated audit at the institution level, covering not only University System institutions, but the ancillary organizations that directly support our institutions. It is the Board's understanding that the national accounting standards organizations have stated their intent to require this breadth of audit. The Board wishes to move in this direction in anticipation of the upcoming announcement from the Governmental Accounting Standards Board regarding affiliated organizations.

Board of Trustees Initiative 19. Beginning with the November 1, 1996 submissions of campus plans, the institutions will use the eight principles as part of the format for reporting their updated plans. For each category, the institution will have defined a set of quantitative performance measures and, where possible, benchmarks for evaluating progress.

Board of Trustees Initiative 20. The Board of Trustees, with the Board of Directors, will develop a revised Resource Allocation Model. By July 1, 1996, the Board of Trustees will have adopted a set of principles for the new model and by December 1, 1996 will have adopted a new model for submission to the LOCEA.

Board of Trustees Initiative 21. The 1996 Report Card will include aggregate financial and other key indicators of system and institutional performance. Where appropriate and available, these indicators will be incorporated into the quarterly reports beginning with the first quarter of 1996-97.

PRINCIPLE 5. Transforming Education Through Technology

Become a national leader in using technology to enhance access to learning and to improve the quality and cost-effectiveness of education.

Board of Trustees Initiative 22. Each institution will provide in its November 1, 1996 annual update of its plan, the methods by which students will have access to computers and have means to connect their personal computers to the campus-based system.

Board of Trustees Initiative 23. By December 1, 1996, the Board of Trustees will have adopted a policy for the operation of technology-based system-wide courses. By the end of the five-year plan period (2001), a student will be able to earn 32 hours of transferable general education credit through technology-based courses.

Board of Trustees Initiative 24. By December 1, 1996, the Board of Trustees will have adopted shared goals for the operation of its libraries as an integrated University System library that is substantially technology-based.

Board of Trustees Initiative 25. Networking

a. Statewide Infrastructure

By July 1, 1996, the Board of Trustees will adopt a plan for the development of an effective statewide public higher education telecommunications network that supports multiple use applications. The plan will encompass:

- appropriate compatible networking configurations for interactive video, data with full graphic capability, voice, etc.,
- compatibility standards,
- collaboration with other agencies,
- system operation and management,

- funding plan and time-line for implementation, and
- design of the Institute for Instructional Technology.

b. Institutional Infrastructure

By November 1, 1996, each institution will submit a plan for the development of an instructional technology network connecting its campus(es). The plan will include:

- description of the network connecting buildings, residence halls, libraries, student areas, etc.,
- appropriate wiring configurations and network capacity,
- funding plan and time-line for implementation, and
- network linkages to regional campuses and centers.

Board of Trustees Initiative 26. Faculty Development

By November 1, 1996, each campus updated plan will provide guidelines for a program of faculty development and the faculty reward system that will encourage faculty to acquire skills in technological applications of teaching and learning.

PRINCIPLE 6. Rewarding Strategic Change

Reward institutions that implement innovative strategic changes as envisioned in statute including relieving them of burdensome regulatory requirements thus enabling better use of both human and physical resources.

Board of Trustees Initiative 27. By December 1, 1996, the University System will have developed guidelines enabling the reward of institutions which implement innovative strategic changes as envisioned in statute.

Board of Trustees Initiative 28. By February 1, 1996, the Board of Trustees will review the submissions from the campuses of lists of "burdensome regulatory requirements" with explanations. The Board will address those which it controls and work with the appropriate people to remove those under the control of other agencies or groups.

PRINCIPLE 7. Supporting Faculty and Staff to Drive Strategic Change

Recruit, reward, and thus retain high quality faculty, staff, and administrators and implement a system of assessing their performance.

Board of Trustees Initiative 29. By January 1, 1996, each institution will have a plan that includes increments by year, to achieve the legislative mandated salary averages by 2001 for faculty, non-classified employees, and classified employees. The goal is to meet the salary averages required by statute by 2001 and to meet the annual goals set by the institutions for each of the five years.

Board of Trustees Initiative 30. It is the intent of the Board of Trustees that there be a financial incentive for faculty who actively develop and use technology-based approaches for instruction that result in enhanced productivity. The statutorily required plan for technology must include provisions for financial incentives.

Board of Trustees Initiative 31. Within the next cycle of presidential and chancellor evaluations, success in achieving the outcomes mandated in Senate Bill 547 and through Board initiatives and directives will be a part of the evaluation. By June 1, 1996, the Chancellor will provide to the Board of Trustees a revision of the presidential review procedures which includes provisions relating to the achievement of Board initiatives and directives and resulting in

a recommendation for a salary review structure for the Presidents and the Chancellor. The revisions shall also include procedures for review of the performance of the Chancellor. Accompanying this revision will be an identification of which of these initiatives apply to the campuses that offer only a few specialized programs.

PRINCIPLE 8. Seeking Additional Resources through Partnerships

Enhance resources through strategic fund-raising and creative partnerships with government, the private sector and citizen community.

Board of Trustees Initiative 32. The institutions will expand resources through strategic fund-raising and creative partnerships with government, the citizen community, and the private sector. Each institution will submit to the Board of Trustees a report on its activities and the outcomes of those activities by July 1 of each year during the five-year planning cycle.

Board of Trustees Initiative 33. The three institutions with a community and technical college focus will respond to changing educational and workforce training and retraining needs by offering community and technical college programs which meet documented needs. Institutions will include in their annual November 1 report a summary of the documented workforce training and retraining needs, their response to those needs, and the outcomes of their actions.

Board of Trustees Initiative 34. Community and technical college education will become a stronger instrument of economic development. This will be accomplished through the following:

- Each of the three institutions will involve regional economic development agencies in the district consortium.
- During the period from Fall 1995 to Spring 1997 each institution will increase by five percent the number of customized training programs delivered to business, industry, labor or government.
- Each of the three institutions will participate in the certification process to deliver training modules through the Governor's Guaranteed Work Force program modules.
- Each of the three institutions will be involved in partnerships with economic development agencies in attracting new industry to the region and retraining employees of industries currently located in the region.

West Virginia University

Strategic Goals

West Virginia University is a student-centered, learning community meeting the changing needs of the people of West Virginia and the nation through teaching, research, service, and technology. The following five action steps have been established to help fulfill the University's land-grant mission:

- Remain student-centered
- Engage society through service
- Focus research on key areas that will impact the state and nation
- Implement the facilities Master Plan to improve WVU's educational environment
- Improve internal and external communications to inform citizens of WVU's teaching, research, and service contributions

Academic Programs

- Through 14 colleges and schools, WVU offers 165 bachelor's, master's, doctoral, and professional degree programs to some 22,000 students.
- WVU attracts some of the world's best faculty; 86% of the full-time faculty have earned doctorates or the highest degree offered in their discipline.
- WVU has an impressive record of Rhodes (25), Truman (13), and Goldwater (16) Scholars.
- WVU is a Research I institution as classified by the Carnegie Foundation for the Advancement of Teaching; faculty conduct $55 million in research per year.
- WVU's Eberly College of Arts and Sciences is one of only a few universities to offer a program in Africana Studies; WVU's College of Creative Arts offers one of the country's few programs in African percussion and dance; WVU has the only law school in the state.
- WVU's 5-year teacher education program equips students with a bachelor's degree in the field they want to teach and a master's degree in education.
- Health sciences majors are linked to health programs statewide, working in community health clinics or medical offices.
- Satellite delivery of the Executive Master of Business Administration program and the Health Services Executive MBA increases access for state and regional residents to accredited programs. Other more traditional distance learning courses are linking state residents with higher education.
- The Alliance for Ventures in Higher Education strengthens academic and service programs in the Kanawha Valley and gives students greater access to WVU graduate education. Members are WVU, the University of Charleston, West Virginia State College, and WVU Institute of Technology.

Student Services

- Operation Jump Start, WVU's nationally acclaimed residence hall program, is easing the transition into college and helping boost student performance.
- A new Career Success Academy is matching students with mentors -- successful alumni in professions related to students' area of study.
- A commitment to a healthy environment in which to learn has led to the building of a 200,000-square-foot Student Recreation Center.
- The Mountaineer Parents Club was formed to connect parents with campus life and to provide support and encouragement to students.
- More than $90 million is awarded in scholarships, loans, grants, fee waivers, and work-study each year to more than 60% of WVU students.
- An Honors Program meets the needs of highly motivated students through small, stimulating courses and opportunities for guided research and study.
- The WVU Scholars Program is providing more than 1,350 students with academic scholarships annually, including five premier $40,000 awards.
- One advisor stays with a student through all four years, getting to know them, understanding their goals and helping students reach those goals.
- Phone registration and a Grade Line are available (on-line registration by Fall 1998).

Technology

- WVU's nine residence halls are wired with cable and Internet access. And like faculty and staff, students get a free E-mail account with access to the campus network, library, and the Internet. Voice mail is free for students in University housing, and computer labs are strategically located in residence halls, the libraries, and high traffic student areas.
- The Mylan Distance Learning Center in the College of B & E is a state-of-the art classroom used for the Executive MBA program and select classes.
- "Classrooms of the Future" allow for on-line discussion groups or designing home pages on the Web.

- Through a National Science Foundation grant, WVU has joined a national effort to link top research universities in sharing data and detailed images.
- WVU's new Institute for Software Improvement will foster research and development software improvement processes that will make West Virginia more competitive in international markets, and improve WVU's growing undergraduate and graduate computer science programs.
- Mountaineer Doctor Television (MDTV) provides live video links from the Morgantown and Charleston campuses to community hospitals and clinics.
- STAR, a new computerized financial aid system, consolidates tuition, housing, and financial aid into a single bill.
- WVU's Wise Library will transform into a "Library of the Future", that will accommodate paper volumes, information technology, and computer centers.

Student Assessment

- WVU has a comprehensive Student Learning Outcomes Assessment Program that includes the development of initial outcome assessment plans for every academic unit and a permanent Assessment Council to oversee these efforts.
- The quality of the University's assessment programs is evidenced by the presentation of information about those programs at a meeting of the North Central Association of Colleges and Schools.

Faculty and Staff Development

- The Leadership Effectiveness and Development (LEAD) Program provides specialized training for staff in supervisory capacities; a similar program for secretarial/clerical employees is being developed. More than 25 training and development workshops are available to all employees.
- A Faculty Development Program provides more than 55 development sessions. The sessions include a week-long Faculty Academy; special sessions for department chairs; and events for new, senior, and retired faculty.
- Several small grant programs funded largely by the WVU Foundation provide faculty with a means of enhancing the quality of their instruction, research, and service. The newest of these programs supports faculty efforts to incorporate technology in instruction.
- A Professional Development Program is available for faculty and non-classified staff.
- Specialized training sessions enhance the teaching skills of new Graduate Teaching Assistants.

Community Service

- A WVU committee is helping the state adapt to challenges surrounding welfare reform.
- The West Virginia Association of Land-Grant Institutions will focus on ways the two schools (WVU and WV State College) can better serve the state.
- WVU takes the message of higher education to state citizens through WVU Day activities in different regions of the state.
- Through the Office of Service Learning and Volunteer Center, WVU students provide flood relief, help build homes for Habitat for Humanity, etc.
- Intergenerate is a program that pairs students with senior citizens for two-way personal enrichment and understanding.
- WVU has targeted its research to focus on six specific areas that will better serve the state and nation -- advanced materials, energy and the environment, human development and culture, information technology, local and regional economic development, and molecular and biomedical sciences.
- The Extension Service, with offices in all of the state's 55 counties, is giving priority to youth services under 4-H and fostering high performance learning centers. Extension outreach programs continue to focus on meeting people's most pressing community needs with programs that work for them.
- WVU is participating in Clearinghouse for Workforce Education, an information center for businesses and individuals desiring workforce training.

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	22,712	23,080	22,500	21,517	21,743
Full-Time Equivalent (FTE)	20,229	20,168	19,824	19,300	19,242
First-Time Freshmen	3,040	2,881	3,084	3,006	3,151
Full-Time Undergraduate Transfers In	726	769	818	709	684

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**22,712**	**100%**	**23,080**	**100%**	**22,500**	**100%**	**21,517**	**100%**	**21,743**	**100%**
Gender										
Male	11,542	51%	11,479	50%	11,130	49%	10,740	50%	10,729	49%
Female	11,170	49%	11,601	50%	11,370	51%	10,777	50%	11,014	51%
Residence										
WV Resident	13,017	57%	13,894	60%	13,583	60%	13,049	61%	13,678	63%
Non-Resident	9,695	43%	9,186	40%	8,917	40%	8,468	39%	8,065	37%
Attendance Status										
Full-Time	18,072	80%	17,793	77%	17,720	79%	17,325	81%	17,074	79%
Part-Time	4,640	20%	5,287	23%	4,780	21%	4,192	19%	4,669	21%
Level										
Undergraduate	16,014	71%	15,577	67%	15,383	68%	15,042	70%	14,897	69%
Graduate	5,802	26%	6,556	28%	6,193	28%	5,536	26%	5,891	27%
First Professional	896	4%	947	4%	924	4%	939	4%	955	4%
Ethnicity										
White	20,540	90%	20,840	90%	20,216	90%	19,340	90%	19,538	90%
Black	678	3%	668	3%	677	3%	689	3%	698	3%
Other (includes international)	1,494	7%	1,572	7%	1,607	7%	1,488	7%	1,507	7%
Age (excludes "age unknown")										
Under 25	16,372	72%	15,938	69%	15,685	70%	15,253	71%	15,044	69%
25-29	2,119	9%	2,329	10%	2,370	11%	2,501	12%	2,618	12%
30-39	2,201	10%	2,427	11%	2,180	10%	1,925	9%	2,005	9%
40+	2,019	9%	2,386	10%	2,264	10%	1,838	9%	2,075	10%
Average Age	25		25		25		25		25	
Average Age (Undergraduates)	21		21		21		21		21	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 2,062 (62.4%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	NA	First Professional	4
Bachelor's	58	Doctoral	28
Master's	75		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Monongalia	West Virginia	101 students from Japan; 33 from Malaysia; and an additional 147 students from 53 nations.	Monongalia	West Virginia	79 students from Japan; 46 from Malaysia; and an additional 176 students from 57 nations.
Kanawha	Pennsylvania		Kanawha	Pennsylvania	
Harrison	New Jersey		Harrison	New Jersey	
Marion	Maryland		Marion	Maryland	
Wood	New York		Wood	New York	

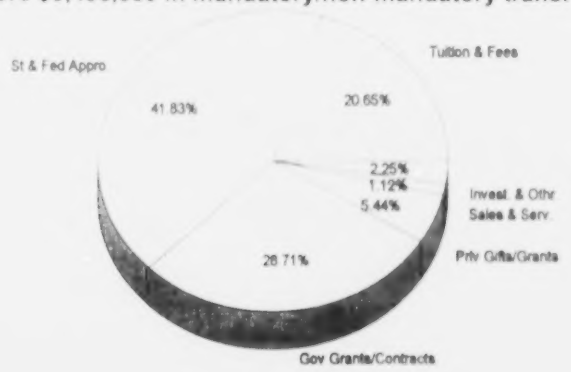
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	NA	NA	NA	NA	NA
Bachelor's	2,989	3,304	3,041	2,943	2,682
Master's	1,124	1,154	1,378	1,315	1,273
Post-Master's	0	0	0	2	0
First Professional	216	251	249	242	248
Doctoral	109	126	156	117	139

Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$964	$1,013	$1,064	$1,096	$1,131
Non-Resident	$2,743	$2,935	$3,185	$3,392	$3,562

Educational and General Revenue, FY 1995-96
Total $411,042,000
(before $9,456,000 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $393,924,000

Strategic Goals

- Deliver quality undergraduate education.
- Enhance graduate education.
- Expand the body of human knowledge and achievement through research and creative arts activities.
- Serve society through public service.
- Promote diversity in the student body, faculty, staff, and educational programs.
- Foster academic freedom and shared governance.
- Maintain rigorous standards and high expectations for student learning and performance.

Academic Programs

- Marshall University merged with the West Virginia Graduate College effective July 1, 1997.
- The Lewis College of Business achieved accreditation from the American Assembly of Collegiate Schools of Business (AACSB) in April 1997.
- The Athletic Training and Park Resources and Leisure Services programs received the highest level of accreditation in 1997.
- The Birke Visiting Writers Symposium brought five regional and national authors to speak to over 1,000 students, faculty, staff, and community.
- Marshall University was listed in "The Student's Guide to America's 100 Best College Buys."
- The MU Center for International Programs and English as a Second Language Institute have initiated "Appalachians Abroad," a non-profit program to develop educational and business relationships between Appalachia and the People's Republic of China.
- Marshall initiated a new interdisciplinary minor in Women's Studies effective Fall 1997.
- A new course, UNI 101, is designed to help freshmen adopt strategies for success in college and is taught by faculty, staff, and administrators.
- Massey Coal and Lewis College of Business developed a Careers in Coal to provide information and internships in the coal industry.

Student Services

- Marshall will be sending D and F midterm grade reports to freshmen as an early warning system. The reports direct students to appropriate campus resources that can provide assistance for at-risk students.
- The Office of Multicultural and International Programs funded "Other-wise," a student initiated and implemented multicultural publication.
- The Department of Art, in cooperation with the Huntington Museum of Art, developed an agreement which provides scholarships to three students to attend the annual Walter Gropius Masters Workshops.
- During the 1996-97 academic year, the University awarded over $36 million in financial aid to students.
- The Student Financial Aid Office offered three workshops in 1996-97, including one on the use of fast Web scholarship search, a free external scholarship service available on the Internet.
- The Career Services Center hosted recruiting visits by 302 employers and conducted the annual Educator Expo 97, resulting in over 200 offers.
- The University's Substance Abuse Program received a $50,000 substance abuse and domestic violence grant from the FIPSE (Fund for the Improvement of Postsecondary Education).

Technology

- The Career Services Center implemented a state-of-the-art, comprehensive, interactive electronic information system for student and employer use in posting jobs, submitting resumes, and creating credential files.
- Eleven Marshall projects were chosen for Technology Advantage Grants including on-line courses in the College of Business, electronic courseware in Art, and a new "Computing Across the Curriculum" course in Communication Studies.

- Dr. Mike Little, Professor of Biology, was given an Innovative Excellence in Teaching, Learning, and Technology Award by the Center for the Advancement of Teaching and Learning for his development of software that allows students to use data to solve crimes with DNA, measure the effects of acid rain on spruce forests, and measure visitor impact on wetlands.
- The Enrollment Management Division continues to update the Banner database to allow production of computer-generated and electronic transcripts.
- The MU Libraries developed a new document delivery project including a CD-Rom component (ProQuest and Infotrac), electronic journals (Project Muse), document express, Table of Contents through CARL Uncover, and Internet Imaging Software (ARIEL).
- The Student Activities Office was one of the first in the nation to produce an on-line student yearbook to be released as an interactive CD-Rom.
- University Computer Services maintain eight general computing laboratories dispersed throughout the library and campus, providing more than 220 networked computers. An additional 500 networked computers are available in specialty labs and residence halls on campus.
- As a special project of President J. Wade Gilley, each faculty member at MU now has a PC on his/her desk and is connected to the Internet.

Student Assessment

- Marshall University participated in a statewide pilot project, TASKS, to measure the critical thinking skills in students at the beginning and the end of their undergraduate education.
- All general education areas and departments have completed their assessment plans.
- The College of Liberal Arts received funding for an on-line general education skills and assessment project for 1997-98.
- The Lewis College of Business administers the "Field Test in Business," a nationally normed exam, to all graduating seniors.

Faculty and Staff Development

- The Human Resources Office conducted "Connections" seminars for 752 staff members. This is a hands-on training program designed to foster better customer service, as well as encourage teamwork and improve communication among staff.
- The Community and Technical College, the Computer Center, the Office of Instructional Technology, and faculty provided technology training for 1,247 employees.
- The Center for Business and Economic Research of the Lewis College of Business awarded 11 faculty development grants for research on economic development in the Tri-State and to develop innovations in classroom instruction.
- University Libraries hosted a week-long PALINET library consortium training session on several critical library applications and cataloging.
- The Office of Academic Affairs provided training for 60 faculty, staff, and administrators who will be teaching UNI 101, New Student Seminar.
- Dr. Lynne Welch, Dean of the School of Nursing, conducted workshops for nursing faculty from throughout Iran in April 1997.

Community Service

- The Division of Health, Physical Education, and Recreation provides educational and activity programs for visually impaired children and adults with diabetes through grants from the Teubert Foundation.
- The Division of Health, Physical Education and Recreation's Park Resources and Leisure Services program, along with four other state, federal, and regional agencies and for-profit companies, is developing the Hatfield-McCoy Recreational Trail in southern West Virginia.
- Thirty-four thousand hours of community service were logged by student organizations and Greek chapters in 1996-97.
- The Lewis College of Business brought 24 high school seniors from the Tri-State to campus for a week-long "EntrePrep" program, funded by a grant from the Kauffman Foundation.
- The Office of International Programs received a WV Department of Education grant to provide training for teachers of students with limited English.
- A pilot After-School Arts Enrichment program of art, music, and theatre was offered at Cammack Elementary School. A showcase event capped the program.
- Nursing students and faculty provided health screening and education for the University, greater Huntington, and in rural settings.
- The College of Education and Human Services and Cabell County Schools co-sponsored "A Day for You at Marshall University" for middle schools.

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	13,093	12,717	12,659	12,461	13,164
Full-Time Equivalent (FTE)	9,841	9,576	9,738	9,715	10,265
First-Time Freshmen	2,028	1,980	2,093	2,032	2,061
Full-Time Undergraduate Transfers In	446	456	541	520	527

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**13,093**	**100%**	**12,717**	**100%**	**12,659**	**100%**	**12,461**	**100%**	**13,164**	**100%**
Gender										
Male	5,729	44%	5,606	44%	5,786	46%	5,643	45%	6,100	46%
Female	7,364	56%	7,111	56%	6,873	54%	6,818	55%	7,064	54%
Residence										
WV Resident	11,298	86%	10,916	86%	10,788	85%	10,545	85%	11,110	84%
Non-Resident	1,795	14%	1,801	14%	1,871	15%	1,916	15%	2,054	16%
Attendance Status										
Full-Time	8,684	66%	8,550	67%	8,766	69%	8,727	70%	9,302	71%
Part-Time	4,409	34%	4,167	33%	3,893	31%	3,734	30%	3,862	29%
Level										
Undergraduate	10,341	79%	10,042	79%	10,303	81%	10,210	82%	10,876	83%
Graduate	2,546	19%	2,470	19%	2,154	17%	2,053	16%	2,084	16%
First Professional	206	2%	205	2%	202	2%	198	2%	204	2%
Ethnicity										
White	12,322	94%	11,971	94%	11,853	94%	11,666	94%	12,348	94%
Black	460	4%	466	4%	492	4%	472	4%	497	4%
Other (includes international)	311	2%	280	2%	314	2%	323	3%	319	2%
Age (excludes "age unknown")										
Under 25	8,107	62%	7,979	63%	8,152	64%	8,095	65%	8,370	64%
25-29	1,405	11%	1,415	11%	1,551	12%	1,559	13%	1,831	14%
30-39	1,800	14%	1,727	14%	1,522	12%	1,488	12%	1,515	12%
40+	1,763	13%	1,587	12%	1,426	11%	1,312	11%	1,413	11%
Average Age	26		26		26		26		26	
Average Age (Undergraduates)	24		24		24		24		24	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 880 (49.1%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	2	Post-Master's	1
Associate's	19	First Professional	1
Bachelor's	42	Doctoral	1
Master's	36		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Cabell	West Virginia	8 students from Japan; 6 from Canada; and an additional 31 students from 17 nations	Cabell	West Virginia	8 students from Canada; 7 from Japan; and an additional 35 students from 21 nations.
Kanawha	Ohio		Kanawha	Ohio	
Wayne	Kentucky		Wayne	Kentucky	
Putnam	Virginia		Putnam	Virginia	
Mason	Maryland		Mason	Pennsylvania	

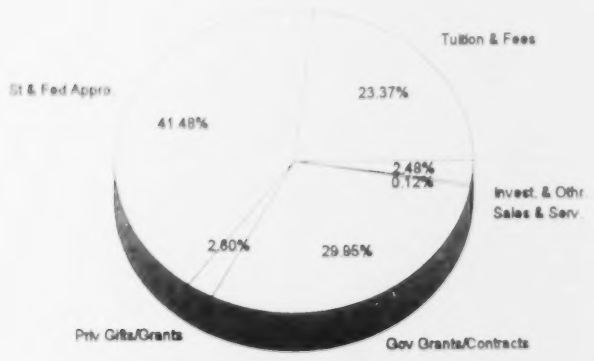
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	218	156	201	233	227
Bachelor's	1,157	1,159	1,114	1,115	1,154
Master's	406	435	438	462	449
Post-Master's	0	0	0	1	0
First Professional	44	54	48	45	48
Doctoral	2	1	3	3	4

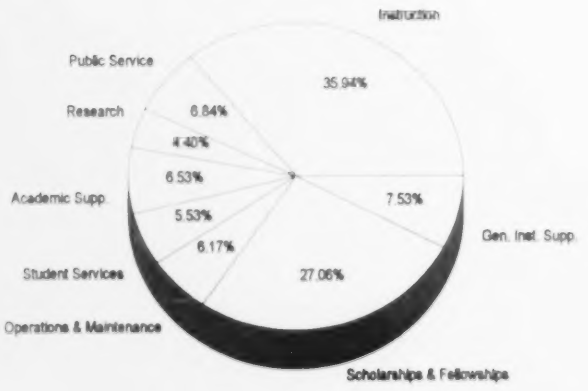
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$896	$941	$995	$1,025	$1,058
Non-Resident	$2,339	$2,573	$2,712	$2,848	$2,939

Educational and General Revenue, FY 1995-96
Total $118,642,189
(before $6,296,556 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $111,379,132



West Virginia University Institute of Technology

Strategic Goals

- As a regional campus of WVU, a land-grant institution, the primary mission of WVUIT is to provide technical and professional education and service to citizens of West Virginia.
- To continue the development of the merger with WVU to include achieving synergism through joint programs.
- To continue to maintain regionally and nationally accredited programs and to increase the number of accredited programs.
- WVUIT will continue an academic curriculum that provides quality educational opportunities that prepare students for productive careers, to appreciate diversity, to be valuable citizens, and to enjoy a life of varied and rewarding interests.
- To continue to provide and improve quality services in response to the changing needs of students and community and to promote programs which enhance student success.
- WVUIT will maintain and improve the competence of the faculty and staff through faculty and staff development which includes emerging technologies and communication techniques with emphasis on using them for distance learning.
- An active district consortium committee will be continued to advise and assist the Provost of the Community and Technical College.
- WVUIT will continue to expand service to business, industry, and government in the Community and Technical College service area, including Kanawha, Clay, Nicholas, Fayette, and Raleigh counties. Through an EDA (Economic Development Authority) grant, the Technical Assistance Center will provide assistance to business, industry, and government throughout the state.
- Through the Community and Technical College, WVUIT will prepare students for technically-oriented occupations, increase general student access and provide for community education needs in the region.

Academic Programs

- WVUIT offers one master's degree, 25 bachelor's degrees, 12 associate's degrees, and one certificate program.
- All Engineering Technology programs were reviewed by TAC/ABET for consideration for continued accreditation.
- A self study of all Engineering programs was completed in preparation for a visit by EAC/ABET in the Fall of 1997.
- Courses are provided at the Oak Hill center in Fayette County, Mt. Olive Correctional Center in Fayette County, and in Charleston.
- Review of the Core Curriculum is being continued to determine how it can be altered to provide a requirement for diversity, citizenship, and communications.
- The Nursing program at WVUIT is being combined with the Nursing program at WVU to provide an accredited BSN program.
- Teacher Education is being provided for WVUIT students through an agreement with WVU. The first three years can be completed before moving to the WVU main campus.

Student Services

- The Alumni Association of the WVUIT Upward Bound Program was recognized by Senator John D. Rockefeller, IV. This program has been in continuous operation for 32 years.
- A total of 1,484 Federal Financial Aid applications were made for this year; 1,242 applicants received at least one type of aid; and a total of $5,590,447 was disbursed.
- The second annual Family Day was held at WVUIT for over 350 participants.
- The number of students served by the Counseling Office was increased to over 500.
- Career Services assisted 186 graduates, hosted 45 companies on campus for interviews, and coordinated four job fairs.
- WVUIT celebrated the second annual Nontraditional Students in West Virginia Higher Education Day by recognizing 27 outstanding nontraditional students who were nominated by the faculty.
- Student Support Services served 200 eligible students and wait listed 102 students.
- The Office of International Students conducted 19 social activities for international students.
- The Tech Child Care Center lowered the age limit for participants to seven years of age or completion of the first grade.

Technology

- Initiated an On-line Tech Application on the Web. Approximately 100 students have initiated their application by use of the WVUIT website.
- Three technology grants were received to: Develop Statewide Distance Learning in Engineering, Develop a Distributed Laboratory for Computer-Based Instructional Technologies, and Develop a Web-Based Accounting Tutorial.
- An Electronic Distance Learning Classroom was installed as a consequence of a generous gift of a corporate supporter.
- Approximately 75 faculty and staff were given a full day of instruction on the use of the distance learning capabilities of the new electronic classroom.
- Several classrooms, the library, and a part of one residence hall were wired to create Local Area Networks.
- Conducted distance learning with WVU.

Student Assessment

- A pilot program involving 248 students from WVUIT used TASKS as an instrument to assess critical thinking.
- A Graduate Survey and an Alumni Survey were conducted to assess the extent to which the education received at WVUIT meets the expectations of students at graduation and one year after graduation.

Faculty and Staff Development

- The Tech Foundation provided $15,000 for Faculty Development and $4,000 for Staff Development.
- Faculty workshops on Sexual Harassment, Student Advising and Retention, and the Internet were held this year.
- Staff workshops on E-mail, the Internet, Web pages, Basic Lotus, Windows '95, Travel and Purchasing, Intermediate Lotus, and Welding were held.
- A number of faculty have been involved as local and regional Science Fair judges and in holding the Regional Science Fair on the campus of WVUIT.
- The Community and Technical College received approximately $10,000 in vocational education grants designed to fund faculty development activities.
- Two workshops on Syllabus Development software and a workshop on Electronic Workbench software were held. Other workshops on the Internet, Instructional Television, and Academic Advising were presented.

Community Service

- Ten community service programs, including sports and music camps, were held.
- Twenty professional development training activities were conducted for business, industry, and government.
- Through the EDA University Center, the Technical Assistance Center furnished about $108,000 for 14 projects over the entire state. These projects included Business Park Feasibility and Planning Study, Historic Preservation Study, Upshur County Labor Study, and U.S. 460 Industrial Park Study.
- An engineer has been retained to direct a program to deliver professional development hours to engineers in West Virginia.
- The second year of a long-term Instrument and Control Mechanic Training program was completed at the John Amos and Sporn Plants of American Electric Power.
- The first in a series of 300-hour electricity and electronic training programs for INCO employees was initiated.
- Ten training needs assessments of area business and industries were completed for the Whitewater District Consortium of the Community and Technical College of WVUIT.

West Virginia University Institute of Technology

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	3,051	2,859	2,695	2,538	2,486
Full-Time Equivalent (FTE)	2,781	2,577	2,457	2,242	2,147
First-Time Freshmen	659	600	567	511	525
Full-Time Undergraduate Transfers In	164	120	174	127	146

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,051**	**100%**	**2,859**	**100%**	**2,695**	**100%**	**2,538**	**100%**	**2,486**	**100%**
Gender										
Male	1,978	65%	1,796	63%	1,697	63%	1,595	63%	1,500	60%
Female	1,073	35%	1,063	37%	998	37%	943	37%	986	40%
Residence										
WV Resident	2,826	93%	2,628	92%	2,441	91%	2,338	92%	2,275	92%
Non-Resident	225	7%	231	8%	254	9%	200	8%	211	8%
Attendance Status										
Full-Time	2,471	81%	2,276	80%	2,201	82%	1,943	77%	1,896	76%
Part-Time	580	19%	583	20%	494	18%	595	23%	590	24%
Level										
Undergraduate	3,028	99%	2,833	99%	2,678	99%	2,515	99%	2,458	99%
Graduate	23	1%	26	1%	17	1%	23	1%	28	1%
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,826	93%	2,651	93%	2,464	91%	2,324	92%	2,262	91%
Black	133	4%	118	4%	117	4%	101	4%	108	4%
Other (includes international)	92	3%	90	3%	114	4%	113	4%	116	5%
Age (excludes "age unknown")										
Under 25	2,309	76%	2,135	75%	2,001	74%	1,768	70%	1,817	73%
25-29	240	8%	260	9%	231	9%	252	10%	245	10%
30-39	305	10%	276	10%	262	10%	274	11%	221	9%
40+	197	6%	186	7%	196	7%	244	10%	202	8%
Average Age	24		24		24		25		24	
Average Age (Undergraduates)	24		24		24		25		24	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 267 (47.7%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	1	Post-Master's	NA
Associate's	12	First Professional	NA
Bachelor's	24	Doctoral	NA
Master's	1		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Fayette	West Virginia	24 students from Afghanistan and an additional 16 students from 6 nations.	Kanawha	West Virginia	24 students from Afghanistan; 5 from Algeria; and an additional 13 students from 5 nations.
Kanawha	Virginia		Fayette	Virginia	
Raleigh	Ohio		Raleigh	Ohio	
Putnam	Maryland		Putnam	Maryland	
Clay			Nicholas	Pennsylvania	

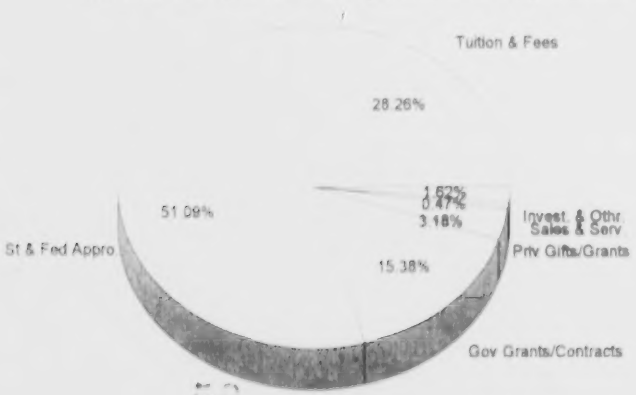
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	196	230	184	181	218
Bachelor's	367	360	338	341	300
Master's	2	9	11	7	5
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

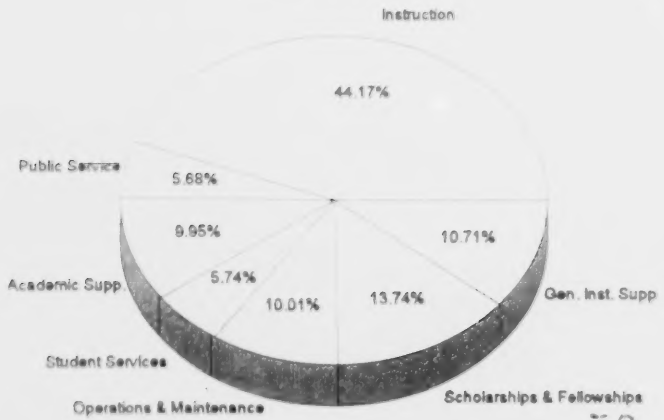
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$892	$999	$1,060	$1,113	$1,149
Non-Resident	$1,977	$2,236	$2,395	$2,800	$2,880

Educational and General Revenue, FY 1995-96
Total $19,396,259
(before $861,419 mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $18,435,214



Strategic Goals

- To provide high quality programs of instruction at the associate's degree and certificate levels, including university-parallel transfer and career-technical learning opportunities; to offer continuing education and community service activities for the economic and workforce development of the College's service area and the personal and professional growth of the citizenry; and to foster student development academically and socially.
- To bring faculty and non-classified staff to 95% of their peer average salaries within the SREB region.
- To develop new programming that meets the needs of PSC's service region and the technological needs of PSC's students who must be able to compete in a modern, technological society.
- To become an innovator on the national level to specialize in reclaiming unprepared and underprepared students.
- To develop full-scale, meaningful partnerships with the public schools and community within PSC's service region through actively participating in Tech Prep Associate Degree program; High Schools that Work; School-to-Work Transition; Partnerships in Education with Keyser Primary-Middle School, Keyser McDonald's, and New Creek School; and Rural Entrepreneurship through Action Learning (REAL).

Academic Programs

- Offers university-parallel transfer courses, vocational-technical programs, and life-long learning opportunities.
- Offers seven Associate of Arts degree programs with 37 majors and six career-technical programs with 11 majors.
- Offers an Honors Program affording students more individualized, concentrated instruction and the opportunity to continue in the WVU Honors Program.
- Provides an early admission High School Honors Program for exceptional high school students identified as highly motivated academic achievers (recently expanded offerings at Union and Martinsburg High Schools).
- Upward Bound project provides services and activities designed to assist low-income, potentially first-generation college students in developing the skills and motivation necessary to complete a secondary education program and to enter and succeed in postsecondary programs.
- New courses were added in agriculture, art, and physical education to meet the growing needs and interests in these areas.
- Foundations Writing/Reading classes have been improved with the change to IBM-compatible laboratory and the use of interactive tutorial software.
- Coordinates efforts with Thomas Education Center to provide classes for personal enrichment and accredited programs to residents of Tucker County.

Student Services

- Student Support Services provides tutorial assistance in groups or on an individual basis which enables eligible first-generation, low-income, and/or disabled students to successfully adjust to the college environment and achieve academic, personal, and career success.
- Counseling services are provided on campus through the Office of Student Development. Academic, career, transfer, and financial aid counseling are provided in conjunction with Student Support Services.
- Each year, the Complementary Education Committee and the Student Government provide a series of programs, including performers, visiting artists, and art exhibits for the cultural enrichment of the college community and citizens of the surrounding areas. Students are also encouraged to become involved in the more than 16 clubs and organizations designed to foster student leadership abilities and student-community involvement.
- A student life task force was formed during the Spring 1997 semester to address issues relevant to improved student life at PSC, and the 1997-1998 academic year will see considerable additions and expansions to existing student services.

Technology

- Offers computer-assisted instruction in writing skills with 21 IBM-compatible computers in the Computer-Assisted Learning Center. The CALC recently added interactive software featuring voice instruction.
- Offers Internet access to all students via six computers in the Mary F. Shipper Library, and E-mail accounts are available for all students who want them.
- Uses computers in the Office Automation Laboratories for news writing in journalism and for virtually all secretarial studies courses. Computers also play an integral part in the engineering classes, math classes, and some history classes.

- The College has five IBM-compatible laboratories using state-of-the-art equipment and software.
- Multi-media equipped classrooms are available in six locations on campus.
- WVNET capabilities are available for students, economic development, and the community.
- A distance learning classroom will be ready in the Spring 1998 semester.
- $60,000 library special funding has been committed to building Internet connectivity; preparing for the on-line cataloguing system; providing student access to the Internet, on-line catalogue, and CD-Rom information services; and providing necessary training for library staff to enable their continued growth in competently managing an ever-growing technological facility.

Student Assessment

- Has implemented a college-wide assessment program approved by the North Central Accrediting Association and monitored by the Coordinator of Institutional Research and Assessment and the Assessment Council.
- Requires assessment plans from all faculty for all courses.
- Follows all program review requirements.
- Follows NCA accreditation process.
- Spring 1997 graduates of PSC equaled or exceeded the national averages on ACT CAAP tests in Reading, Writing, Mathematics, and Critical Thinking.

Faculty and Staff Development

- The institution of a merit pay plan and a cash award for Outstanding Professor of the Year are efforts on the part of PSC to recognize and foster excellence among our faculty. Assistant Professor Sally Brown received the Outstanding Professor Award in April 1997.
- The Faculty Development Council was created to provide a means of equitably distributing funds available for faculty development.
- Faculty-Staff Development Days held as a kick off to each academic year, and workshops, seminars, and discussion groups are held throughout the year to provide faculty and staff with a means for growth within their professions and as employees of the College and the state. Twenty-two faculty attended a training session for IPSI software conducted by Dr. Dan Vogler during the past academic year.
- Virtually all faculty and administrators are on-line with the Internet and increasing use of electronic dissemination of information is evident.

Community Service

- Sponsors college-community band and chorus; hosts and financially assists the Highland Arts Unlimited and Apple Alley Players which present about 20 musical and theatrical events for the region annually.
- Gives classes at Sugar Grove Naval Facility near Franklin in Pendleton County and at the Thomas Education Center in Thomas, West Virginia, thus providing higher education access to people in those areas.
- Participates in the Potomac Highlands Training Network through the Governor's Guaranteed Workforce Development Office.
- Provides displaced workers assistance through the Mineral County Development Authority, Bureau of Employment Services, REAL, and Veteran's Upward Bound.
- Member of Potomac Highlands District Consortium for Community and Technical Colleges.
- Actively participates in Tech Prep Associate Degree Program; High Schools that Work; School-to-Work Transition; Partnerships in Education with Keyser Primary-Middle School, Keyser McDonald's, and New Creek School; and Rural Entrepreneurship through Action Learning (REAL).

Potomac State College of WVU

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	1,205	1,108	1,056	1,163	1,108
Full-Time Equivalent (FTE)	1,052	951	885	940	891
First-Time Freshmen	489	423	405	465	410
Full-Time Undergraduate Transfers In	50	34	42	21	38

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,205**	**100%**	**1,108**	**100%**	**1,056**	**100%**	**1,163**	**100%**	**1,108**	**100%**
Gender										
Male	694	58%	608	55%	564	53%	596	51%	600	54%
Female	511	42%	500	45%	492	47%	567	49%	508	46%
Residence										
WV Resident	816	68%	773	70%	814	77%	925	80%	930	84%
Non-Resident	389	32%	335	30%	242	23%	238	20%	178	16%
Attendance Status										
Full-Time	922	77%	831	75%	772	73%	789	68%	758	68%
Part-Time	283	24%	277	25%	284	27%	374	32%	350	32%
Level										
Undergraduate	1,205	100%	1,108	100%	1,056	100%	1,163	100%	1,108	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	1,088	90%	997	90%	955	90%	1,079	93%	1,031	93%
Black	98	8%	89	8%	87	8%	71	6%	63	6%
Other (includes international)	19	2%	22	2%	14	1%	13	1%	14	1%
Age (excludes "age unknown")										
Under 25	1,068	89%	980	88%	917	87%	980	84%	933	84%
25-29	28	2%	39	4%	39	4%	51	4%	38	3%
30-39	65	5%	46	4%	53	5%	63	5%	75	7%
40+	44	4%	43	4%	47	4%	69	6%	62	6%
Average Age	21		21		21		22		22	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution) 146 (34.3%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	1	Post-Master's	NA
Associate's	13	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mineral	West Virginia	1 student each	Mineral	West Virginia	None
Hampshire	Pennsylvania	from	Hampshire	Maryland	
Grant	Maryland	Guyana and	Grant	Virginia	
Hardy	Virginia	Nicaragua	Hardy	Pennsylvania	
Pendleton	New Jersey		Tucker	New Jersey	

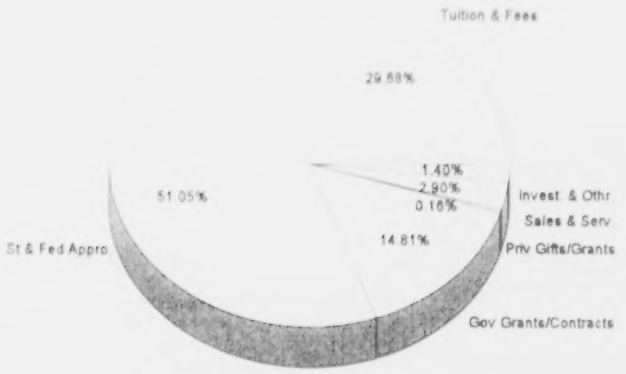
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	83	127	127	118	125
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$736	$800	$880	$906	$933
Non-Resident	$2,139	$2,343	$2,672	$2,822	$3,028

Educational and General Revenue, FY 1995-96
Total $7,288,000
(before $75,000 in mandatory/non-mandatory transfers)



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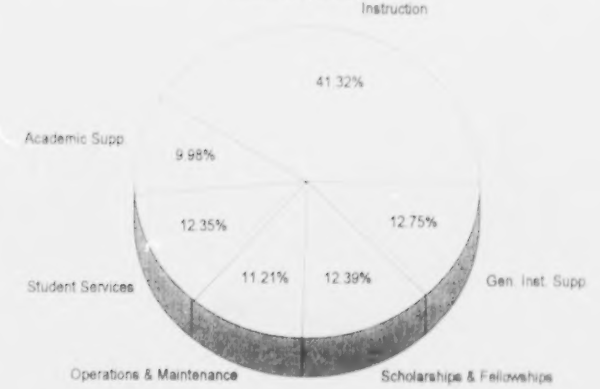
Educational and General Expenditures, FY 1995-96
Total $7,335,000



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West Virginia University PARKERSBURG

West Virginia University at Parkersburg

Strategic Goals

- West Virginia University at Parkersburg is a public college owned, operated, and governed by the citizens of West Virginia. Its basic mission is to respond to and meet the needs of students, customers, and the service area.
- WVU-P will continue to enhance its community college and technical programs.
- WVU-P will continue to be efficient in its operations and program offerings.
- WVU-P will broaden and enhance its function as part of WVU, providing opportunities for program and service expansion.
- WVU-P will create a seven-county district consortium committee and serve as the lead institution to assess needs and coordinate development of programs in a collaborative effort with a variety of public and private agencies and institutions.

Academic Programs

- WVU-P enrolls approximately 3,500 students from 35 counties in West Virginia, three states, and two other countries. In addition, approximately 325 students are enrolled in WVU graduate courses on the Parkersburg campus.
- Responding to community and workforce needs, the college has added three programs: a Certificate in Surgical Technology and Associate in Applied Science degrees in Environmental Technology and Manufacturing Processes.
- The delivery of the WVU-Morgantown Regents Bachelor of Arts degree to the Parkersburg campus is an example of collaborative solutions in responding to indicated educational needs and impacting access. More than 200 area residents have expressed interest in the RBA degree.
- WVU-P has become an approved provider of continuing education for registered professional nurses and licensed practical nurses in West Virginia.

Student Services

- Implementation of an Enrollment Management Plan has resulted in a unified campus approach to recruitment, retention, and student success.
- Several projects have been initiated, including Project On Your Way for single parents; Project Job Smart for those seeking marketable skills; and Back on Track, a project to assist WVU-P students on probation or suspension.
- ACT study skills sessions have been developed for area high school students.
- Computerized improvements in the registration and financial aid processes have accorded more effective and efficient service to students.

Technology

- Facility design for the Caperton Center for Applied Technology is completed. The new facility, to be completed by January 1999 and built on the WVU-P campus, is to be shared with Wood County Schools and heralds a new response to workforce training and development. It will make extensive use of computer assisted learning, interactive video, and electronic delivery of instruction and demonstrations.
- WVU-P is pursuing expansion of its technology applications to support the growth of polymer industries within the Polymer Alliance Zone, a cooperative effort among education, industry, and state government to encourage the polymer industry in Wood, Jackson, and Mason counties.
- Several WVU-P courses are being delivered, in part, via the Internet as a means to make courses more accessible to students in the institution's service area.
- A collaborative effort with WVU has resulted in delivery of upper division business courses via audio/video enhanced classrooms to the respective campuses at Parkersburg and Morgantown.
- WVU-P is serving as the selected demonstration college for West Virginia in the Consortium for Manufacturing Competitiveness, a select group of leading southern two-year colleges that devises and demonstrates improved practices in industrial modernization to strengthen the region's industrial base.

Student Assessment

- WVU-P's assessment program utilizes a standardized national exam and a program audit as the principal strategies to review general education and academic programs.
- A Student Satisfaction Inventory has been initiated to assess student expectations/satisfaction; monitor/track students' academic progress and identify factors influential to student retention; and to provide comparative data for enrollment management, student outcomes assessment, and legislative initiatives.

Faculty and Staff Development

- The College's staff/faculty development activities are on-going and include training in new software enhancements, web page design, etc., throughout the year.
- Faculty development in alternative delivery systems is in process. Progress is being made toward producing course segments or modules as supplements to regular classes, as well as producing entire courses.

Community Service

- WVU-P's Business, Industry, and Development Services (BIDS) provides a variety of outreach programs and activities to meet the professional, technical, and economic development training needs of the Mid-Ohio Valley and surrounding region. In 1996-97, BIDS served more than 2,200 area residents in over 160 sessions ranging from computer training to customized programming.
- The College's Social Justice program involved the community in celebrating diversity through ethnic foods, international music, and various workshops and presentations.

West Virginia University PARKERSBURG

WVU at Parkersburg

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	3,965	3,829	3,612	3,719	3,421
Full-Time Equivalent (FTE)	2,568	2,478	2,395	2,444	2,273
First-Time Freshmen	858 (est.)	829 (est.)	782	805	713
Full-Time Undergraduate Transfers In	123	87	93	124	78

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,965**	**100%**	**3,829**	**100%**	**3,612**	**100%**	**3,719**	**100%**	**3,421**	**100%**
Gender										
Male	1,484	37%	1,473	38%	1,394	39%	1,454	39%	1,298	38%
Female	2,481	63%	2,356	62%	2,218	61%	2,265	61%	2,123	62%
Residence										
WV Resident	3,822	96%	3,695	97%	3,477	96%	3,610	97%	3,325	97%
Non-Resident	143	4%	134	3%	135	4%	109	3%	96	3%
Attendance Status										
Full-Time	2,001	50%	1,965	51%	1,943	54%	1,927	52%	1,849	54%
Part-Time	1,964	50%	1,864	49%	1,669	46%	1,792	48%	1,572	46%
Level										
Undergraduate	3,965	100%	3,829	100%	3,612	100%	3,719	100%	3,421	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,887	98%	3,755	98%	3,543	98%	3,635	98%	3,346	98%
Black	27	1%	22	1%	24	1%	31	1%	26	1%
Other (includes international)	51	1%	52	1%	45	1%	53	1%	49	1%
Age (excludes "age unknown")										
Under 25	2,199	55%	2,088	55%	2,053	57%	2,119	57%	1,998	58%
25-29	465	12%	480	13%	449	12%	435	12%	381	11%
30-39	784	20%	754	20%	689	19%	663	18%	570	17%
40+	517	13%	506	13%	421	12%	498	13%	470	14%
Average Age	27		27		27		27		27	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 240 (37.4%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	2	Post-Master's	NA
Associate's	14	First Professional	NA
Bachelor's	2	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Wood	West Virginia	1 student each from Germany and Honduras.	Wood	West Virginia	1 student each from France and Panama.
Jackson	Ohio		Jackson	Ohio	
Pleasants			Ritchie		
Ritchie			Pleasants		
Roane			Wirt		

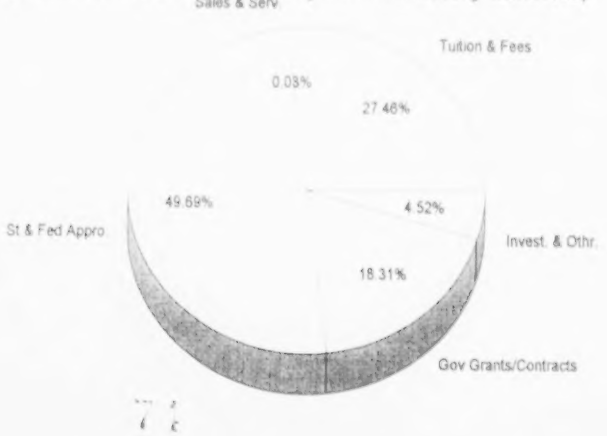
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	263	319	258	259	239
Bachelor's	35	64	85	100	79
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

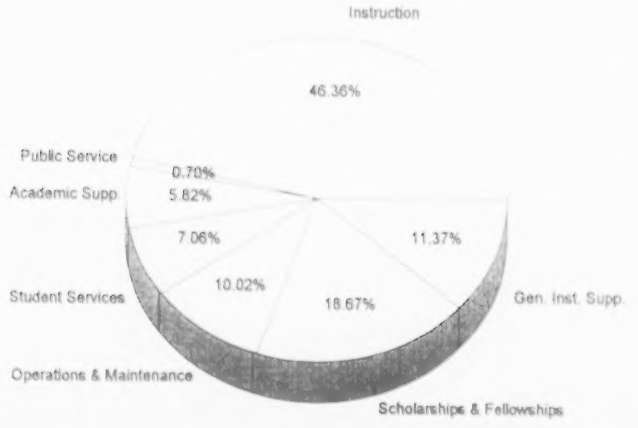
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$432	$468	$564	$582	$600
Non-Resident	$1,440	$1,560	$1,764	$1,818	$1,908

Educational and General Revenue, FY 1995-96
Total $11,919,000
(before $414,000 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $11,481,000



Strategic Goals

- Maintain high quality graduate educational programs that lead to graduate degrees or professional development.
- Maintain effective and efficient instructional delivery systems.
- Increase funding from public and private sources for special programs and new initiatives.
- Promote a recruitment and retention process that reflects concern for quality and diversity.
- Develop a successful marketing and recruiting strategy that strengthens the College's image and contends successfully with competitive forces.
- Increase communications with present and potential constituencies: alumni, students, and community supporters.
- Increase the effective use of technology for communications, student services, and instruction.
- Strengthen linkages to business, educational, and business communities that promote economic development.
- Establish assurances of high quality programs and services through a continuous improvement program, internal and external reviews, and accreditation through regional and professional associations.

WVGC Initiatives in 1996-97

- Merge West Virginia Graduate College with Marshall University.
- Build an academic building on the WVGC campus to house the WVGC library system, the Robert C. Byrd Technology Center, and a dozen classrooms.
- Eliminate services duplicated through the merger with Marshall University.
- Continue implementation of the technology plan through network upgrades, equipment replacement, and faculty development efforts.
- Continue implementation of the faculty and staff salary schedules to meet FY2001 goals.
- Achieve continuing NCATE accreditation.

Academic Programs

- West Virginia Graduate College has 15 master's degree programs and two Ed.S. programs.
- In Fall 1996, WVGC had 51 full-time faculty complemented by a core of 93 part-time faculty, drawn from other higher education institutions, business, industry, and educational agencies. Eighty-six percent of the full-time faculty had doctoral degrees.
- Sixty-seven percent of the students enrolled in 1996-97 in WVGC courses lived outside Kanawha County.
- The WVGC Fall 1996 enrollment was 2,506, down 234 students from Fall 1995.
- The School of Business offers master's degrees in Business Administration, Industrial Relations, and Management, with specializations in Health Care Administration, Employee Relations, and Public Administration.
- In Fall 1996, business courses were offered in Cabell, Kanawha, Mercer, Raleigh, and Wood counties.
- 1996-97 was the third year of a joint program for nurse anesthesiologists between CAMC and WVGC; it is part of Health Care Administration.
- The School of Education and Professional Studies is composed of two divisions: Allied Sciences and Curriculum and Instruction.
- In Fall 1996, Education and Professional Studies courses were offered in 24 counties for professional development or degree completion.
- Increases in headcount enrollment in the School of Education and Professional Studies were found in the following programs: Early Childhood Education, Secondary Education, and Elementary Science Education.
- The School of Engineering and Science offered master's degrees in Engineering, Information Systems, Technology Management, and Environmental Science. The Technology Management program is a joint degree program with Marshall University.
- In Fall 1996, Engineering courses were offered in Kanawha and Cabell counties. Two faculty are appointed jointly to WVGC and Marshall University.

Student Services

- The new WVGC administration building, opened in July 1995, has been able to serve students more efficiently: admission, registration, financial aid, the bookstore, and tuition and fee payments are made on one floor in contiguous areas.
- The Human Resources Office provided assistance to students and graduates wanting to place their resumes on the World Wide Web.
- WVGC students, dispersed geographically in 47 different counties, were able to register in alternative ways. The alternatives varied from in-class registration to remote office registration or at the administration building. For students outside Kanawha County, textbooks and billing were mailed.
- The WVGC library staff, with the MU library staff, has developed a plan for consolidating the WVGC library with the new MU Drinko Library.
- The new academic building at the South Charleston site will have a journal collection and electronic access to the Drinko Library.

Technology

- Additional servers have been installed on the network for the E-mail system. GroupWise has been upgraded as well as desktop systems.
- There has been on-going training for faculty and staff professional development has been available in the use of distance education tools. Faculty are using the interactive video connection between South Charleston, Huntington, and Point Pleasant.

Student Assessment

- The School of Business participated in the MBA Benchmarking Project, an effort of the AACSB and the Educational Benchmarking Institute.
- In addition to the annual survey of recent graduates, WVGC produced a five-year compilation of survey results between 1990 and 1995.
- The teacher education programs in the School of Education and Professional Studies were re-accredited by NCATE with praise for performance.
- Faculty have collaborated with Marshall University faculty in examining curricula and faculty issues in preparation for the merger with MU.

Faculty and Staff Development

- One faculty member was on sabbatical in Fall 1996.
- Orientation and training programs were held for faculty in the use of technology for instruction.
- In 1996-97, WVGC faculty and staff filled 37 seats in nine different computer training sessions offered by the Division of Continuing Education.

Community Service

- Faculty serve the college community through program development, committee participation to make the internal governance process work, and through their leadership to prepare for accreditation reviews. In 1996-97, faculty launched a new Engineering degree program in Technology.
- Local and statewide community service is evident in the activities in which faculty are engaged: seminars; guest lectures; committee and board of director service; and advice and consultation to municipal governments, civic coalitions, environmental agencies, social service, and educational agencies.
- On June 30, 1997, the West Virginia Graduate College closed its doors as a separate, freestanding graduate institution. In its 25 year history, 6,600 degrees were granted to students from 52 of West Virginia's 55 counties. The mission of the Graduate College will be continued under the provisions of Senate Bill 67 through the Marshall University Graduate College.

West Virginia Graduate College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	3,322	2,895	2,736	2,740	2,506
Full-Time Equivalent (FTE)	1,092	991	934	993	888
First-Time Freshmen	NA	NA	NA	NA	NA
Full-Time Undergraduate Transfers In	NA	NA	NA	NA	NA

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,322**	**100%**	**2,895**	**100%**	**2,736**	**100%**	**2,740**	**100%**	**2,506**	**100%**
Gender										
Male	1,017	31%	929	32%	880	32%	892	33%	748	30%
Female	2,305	69%	1,966	68%	1,856	68%	1,848	67%	1,758	70%
Residence										
WV Resident	3,286	99%	2,847	98%	2,685	98%	2,695	98%	2,463	98%
Non-Resident	36	1%	48	2%	51	2%	45	2%	43	2%
Attendance Status										
Full-Time	166	5%	187	6%	187	7%	225	8%	182	7%
Part-Time	3,156	95%	2,708	94%	2,549	93%	2,515	92%	2,324	93%
Level										
Undergraduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduate	3,322	100%	2,895	100%	2,736	100%	2,740	100%	2,506	100%
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,189	96%	2,768	96%	2,600	95%	2,607	95%	2,393	95%
Black	100	3%	95	3%	90	3%	91	3%	78	3%
Other (includes international)	33	1%	32	1%	46	2%	42	2%	35	1%
Age (excludes "age unknown")										
Under 25	165	5%	152	5%	164	6%	153	6%	162	6%
25-29	458	14%	436	15%	432	16%	423	15%	446	18%
30-39	1,174	35%	958	33%	863	32%	850	31%	735	29%
40+	1,525	46%	1,349	47%	1,275	47%	1,312	48%	1,152	46%
Average Age	38		38		38		39		38	

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post- Master's	2
Associate's	NA	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	15		

Residency of All Students

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Kanawha	West Virginia	2 students from China and an additional 5 students from 5 nations.	Kanawha	West Virginia	5 students from 5 nations.
Raleigh	Kentucky/Ohio		Raleigh	Virginia	
Fayette			Putnam		
McDowell			Mercer		
Mercer			Fayette		

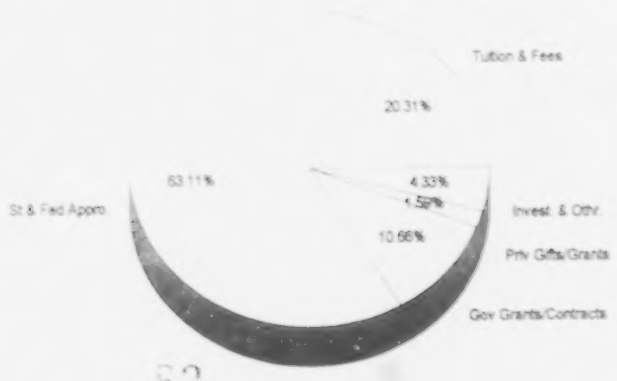
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	NA	NA	NA	NA	NA
Bachelor's	NA	NA	NA	NA	NA
Master's	272	314	313	274	382
Post-Master's	7	4	11	18	15
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

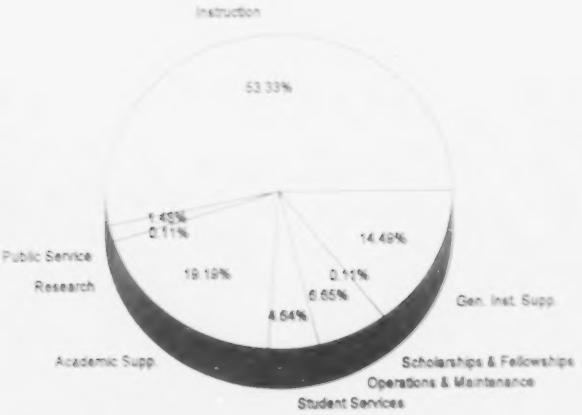
Graduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$666	$699	$735	$762	$792
Non-Resident	$2,124	$2,295	$2,481	$2,682	$2,898

Educational and General Revenue, FY 1995-96
Total $10,139,566
(before $184,107 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $9,797,094



West Virginia School of Osteopathic Medicine

Strategic Goals

- Continue program of excellence.
- Maintain stable enrollment.
- Provide primary care physicians for rural West Virginia and Appalachia.
- Maintain a strong institutional orientation to Family Practice.
- Enhance the use of educational technology.
- Meet institutional salary goals.

Academic Programs

- Curriculum maintains an orientation toward primary care and placement in rural West Virginia.
- WVSOM is expanding the use of problem-oriented, case-based learning in the preclinical curriculum.
- Osteopathic Principles and Practice, the mainstay of the osteopathic medical profession, is integrated throughout the four years of the curriculum.
- WVSOM continues its strong support of, and participation in, the Rural Health Education Partnerships.
- Preclinical students and staff run, under supervision, a community osteopathic care clinic.
- Clinical rotation opportunities are being expanded in the Robert C. Byrd Clinic, the primary care center associated with WVSOM.

Student Services

- WVSOM has a strong commitment to providing student scholarship opportunities.
- Recruitment efforts are directed to high schools, colleges and universities in West Virginia.
- WVSOM provides counseling resources supporting primary care interests.

Technology

- WVSOM continues a major commitment to integrating the on- and off-campus environments through the use of computer technology.
- The off-campus access system has been upgraded to make it easier for students to access campus resources.
- Computer resources in the learning resources center have been improved in response to student requests.
- Computer resources for faculty and staff are being upgraded to meet new benchmarks for productivity.
- Classrooms are being upgraded to integrate educational technology into classroom presentations.
- WVSOM is developing Web applications to improve access to information and resources for students, faculty, and staff.
- WVSOM's anatomy department has pioneered the use of plastination technology in educational settings.

Student Assessment

- Students are required to pass Level I and sit for level II of COMLEX USA, the Osteopathic Boards, as a requisite for graduation. The class of 1999 will be required to pass level II of COMLEX USA.
- WVSOM is increasing the use of alternative evaluation formats, such as case presentations and small group problem solving, as well as continued use of the interdisciplinary sessions of the RHEP (Rural Health Education Partnerships) program.
- WVSOM continues a commitment to site visits of required clinical rotation locations.

Faculty and Staff Development

- Annual professional development workshops and seminars are conducted for all managers.
- Annual professional development workshops and seminars are held for all classified employees.
- WVSOM has organized and participated in faculty development programs focused on the goals and teaching strategies of the Rural Health Education Partnerships program.
- Faculty workshops and retreats have been focused on enhanced integration of Osteopathic Practices and Principles throughout the curriculum.
- The Office of Educational Development has assisted in the development of a system for peer evaluation and observation supportive of improving clinical teaching and teaching by clinicians.
- WVSOM has an on-going commitment to promote the appropriate use of educational technology.

Community Service

- WVSOM supports and runs male and female health screenings.
- Continuing a strong commitment to the "Partners in Education" program.
- Longstanding support of the faculty-initiated "Science Enrichment Program" that benefits schools throughout West Virginia.
- WVSOM continues an "Anatomy Enrichment" program that benefits schools throughout West Virginia and surrounding states.
- Seventeen students have been placed in rural clinical settings as part of the Federal Work Study Community Service Program.
- Participated in the 1996 Youth Science Camp.
- Continuing partnership with the Family Refuge Center in Domestic Violence prevention.

West Virginia School of Osteopathic Medicine

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	257	261	258	260	261
Full-Time Equivalent (FTE)	257	261	258	260	261
First-Time Freshmen	NA	NA	NA	NA	NA
Full-Time Undergraduate Transfers In	NA	NA	NA	NA	NA

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**257**	**100%**	**261**	**100%**	**258**	**100%**	**260**	**100%**	**261**	**100%**
Gender										
Male	175	68%	174	67%	170	66%	166	64%	158	61%
Female	82	32%	87	33%	88	34%	94	36%	103	39%
Residence										
WV Resident	165	64%	189	72%	203	79%	202	78%	200	77%
Non-Resident	92	36%	72	28%	55	21%	58	22%	61	23%
Attendance Status										
Full-Time	257	100%	261	100%	258	100%	260	100%	261	100%
Part-Time	0	0%	0	0%	0	0%	0	0%	0	0%
Level										
Undergraduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	257	100%	261	100%	258	100%	260	100%	261	100%
Ethnicity										
White	236	92%	245	94%	238	92%	241	93%	241	92%
Black	8	3%	8	3%	9	3%	9	3%	8	3%
Other (includes international)	13	5%	8	3%	11	4%	10	4%	12	5%
Age (excludes "age unknown")										
Under 25	61	24%	71	27%	70	27%	77	30%	68	26%
25-29	81	32%	85	33%	101	39%	105	40%	123	47%
30-39	90	35%	80	31%	61	24%	54	21%	49	19%
40+	25	10%	25	10%	26	10%	24	9%	21	8%
Average Age	30		30		29		29		28	

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	NA	First Professional	1
Bachelor's	NA	Doctoral	NA
Master's	NA		

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Residency of All Students

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mercer	West Virginia	None	Mercer	West Virginia	None
Greenbrier	Georgia		Greenbrier	Georgia	
Kanawha			Kanawha		
Cabell			Cabell		
Raleigh			Raleigh		

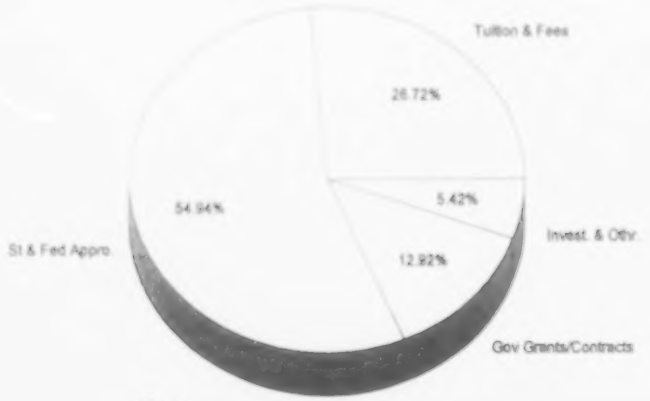
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	NA	NA	NA	NA	NA
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	60	61	60	63	63
Doctoral	NA	NA	NA	NA	NA

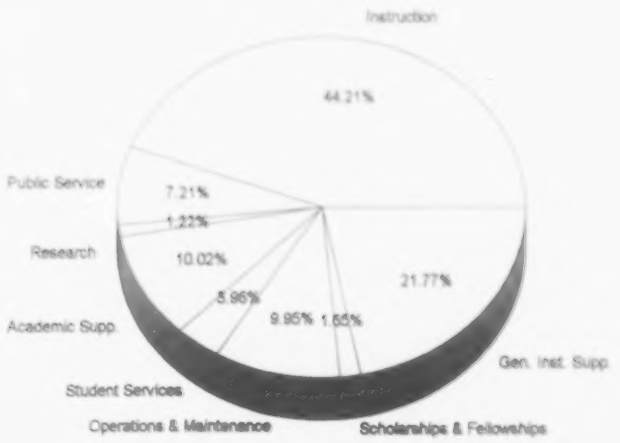
First Professional Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$3,474	$3,700	$4,200	$4,650	$5,025
Non-Resident	$7,658	$8,577	$10,327	$12,502	$12,950

Educational and General Revenue, FY 1995-96
Total $10,539,897
($0 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $10,468,529



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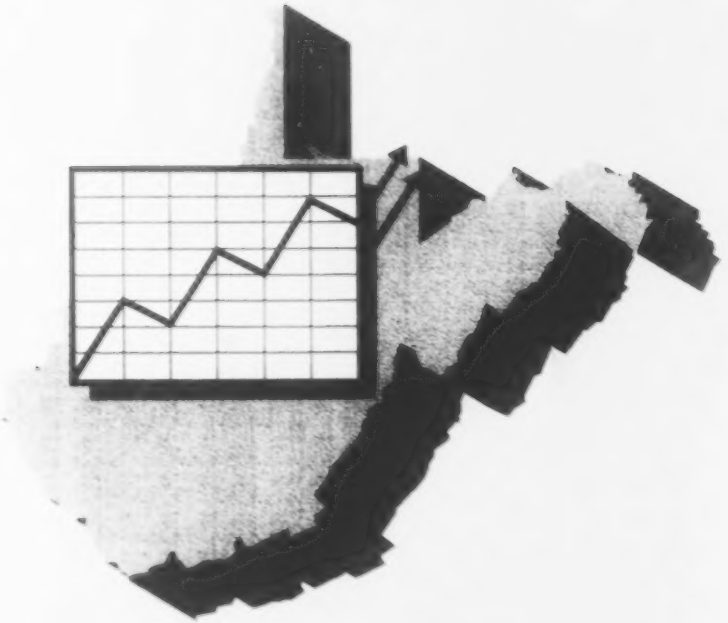


State College System

STATE COLLEGE SYSTEM OF WEST VIRGINIA

Bluefield State College
Concord College
Fairmont State College
Glenville State College
Shepherd College
West Liberty State College
West Virginia State College
Southern WV Community and Technical College
WV Northern Community College

STATE COLLEGE SYSTEM OF WEST VIRGINIA
STRATEGIC PLAN

INTRODUCTION

The State College System Strategic Plan contains a proposed set of directives and initiatives that are designed to achieve the goals and objectives mandated by the Legislature in Section 18B-1-1a. Campus plans also contain initiatives which are consistent with the eight principles and the legislation. The Board of Directors' system plan begins with the purpose statement followed by the eight principles. For each principle, there are suggestions for achieving the intent of the principle.

PURPOSE OF HIGHER EDUCATION

The purpose of West Virginia's system of public higher education is to serve as the driving force that propels and sustains individual, community, and economic development as well as good citizenship in West Virginia through education, training, research, service, and leadership.

PRINCIPLE I. PREPARING FOR LIFE'S WORK

It is essential that higher education prepare people for a successful lifetime of work and contribution which includes participating in a democratic society and a global economy as involved and informed citizens.

Graduate Assessment:

Beginning with the 1996 graduating class, conduct a survey following graduation to assess the graduates' (1) satisfaction with their educational experiences and preparation for employment and (2) success in finding employment related to the area of preparation or admission to graduate school or other professional program.

Assessment of Learning Competencies:

By May 1, 1997, the State College System will define a system for assessing students before graduation to determine the level of competency in essential areas identified in statute as reading, oral and written communications, mathematics, critical thinking, science and technology, research and human relations. The intent is to measure the skills of graduates as a means of assessing the quality of the academic programs. The assessments are to be used for the 1997-98 academic year and will be given to both associate and baccalaureate level students.

Citizenship:

Each state college will have implemented a citizenship component to the curriculum. There are two key components: (1) stressing the responsibilities and privileges of citizens in our democratic society and (2) student service.

Consortia:

By July 1, 1996, the community and technical colleges will have established regional consortia to address community and technical college education and workforce development needs of each institution's service region.

PRINCIPLE II. INCREASING EDUCATIONAL OPPORTUNITIES AND STANDARDS

Increase access to and participation in higher education without diminishing standards and assist K-12 education in getting students ready for higher education.

ACT/SAT Test Score Improvement:

By March 1, 1996, institutions should identify a minimum of two counties to cooperatively plan and improve American College Test (ACT) and/or Scholastic Assessment Test (SAT) scores for college bound students. The Central Office will provide to each institution the following: (1) ACT or SAT scores, (2) additional demographic information, and (3) information on success in college for the graduates of each county. The benchmark will be for students in the county to meet or exceed the national average score for each of the sub-tests within the ACT or SAT.

Pre-College Planning and Counseling:

Each institution will work with the cooperating counties on a plan to increase the percentage of students attending postsecondary education directly from high school. The initial benchmark will be the average college-going rate from high school to college in states affiliated with the Southern Regional Education Board.

Non-Traditional Students:

Because of the low college-going rate directly from high school, there is a substantial population of persons 25 years of age or older who have not experienced college level educational opportunities. The institutions, with assistance from the Central Office, will work out a system of identifying and tracking their students over 25 years of age to measure their college attendance and persistence rates as well as to determine employment patterns.

College Courses for High School Students:

The state colleges, together with the cooperating counties, will make a concerted effort to increase and make accessible more college courses for qualified high-school students. High-school students may qualify for academic credit through courses offered by the college or through successful completion of advanced placement examinations. The institutions and the high schools will do follow-up studies to assess the success rates of these students in college. For high-school students who enroll in college courses, the college will measure entry to success ratios.

Common Admissions Form:

Beginning with the fall of 1996 class, all public institutions in West Virginia will accept a common application form for admissions.

Retention Rates:

All state colleges will implement programs to retain qualified students and report graduation rates annually to the Board of Directors.

PRINCIPLE III. PARTNERING FOR QUALITY AND EFFICIENCY

Achieve through the strategic planning and implementation process the formation of partnerships and the merging of programs, administrative services, and/or institutions where they will result in higher quality and greater efficiency.

Efficiency and Productivity:

Each of the state colleges will attain at least ten percent more production in comparison with peer institutions in the SREB region as measured by the ratio of student credit hours taught to the number of full-time equivalent faculty.

Degree Credit Hour Requirement:

By September 1, 1996, the Chancellor will report on the credit hour requirement for degree completion for each associate and/or baccalaureate program of study and the availability of courses to students. The intent will be to determine the actual number of credit hours taken by students who graduate in those programs and any other factor which may limit students' ability to complete degrees in a timely fashion. Consideration may be given to the establishment of a limitation on credit hour requirements for an academic program.

PRINCIPLE IV. MEASURING BY RESULTS

Establish a system of performance measures and rewards based on outcomes rather than inputs by which the quality and efficiency of higher education in the state can be measured and opportunities for improvement can be identified to achieve the aims of the statutory mandates.

Eight Principles Update:

Beginning with the November 1, 1996 submission of campus strategic plan updates the institutions will use the eight principles as part of the format. For each principle and/or category the college will have defined a set of quantitative performance measures and, where possible, benchmarks for evaluating results.

Resource Allocation Model Review:

The Board of Directors, with the Board of Trustees, will study and review the current Resource Allocation Model in relation to the intent of S.B. 547. The Central Office will work with both systems to develop a set of guiding principles and update the Resource Allocation Model, if necessary, and the Board of Directors will report to the Legislative Oversight Commission on Educational Accountability (LOCEA) by December 1, 1996.

The Report Card:

The 1996 Report Card will include aggregate financial and other key indicators of system and institutional performance. Where appropriate and available, these indicators will be incorporated into the quarterly reports beginning with the first quarter of 1996-97.

PRINCIPLE V. TRANSFORMING EDUCATION THROUGH TECHNOLOGY

Become a national leader in using technology to enhance access to learning and to improve the quality and cost-effectiveness of education.

Students and Computers:

Each state college will report in the November 1, 1996 annual update of its strategic plan the methods by which students will have access to computers and the means to connect personal computers to the campus-based system.

Technology-Based Courses:

The Board of Directors will be in a position to adopt a policy with the Board of Trustees for a cooperative program of development of technology-based courses.

Instructional Technology and Networking:

By November 1, 1996, each institution will submit a plan for the development of an instructional technology network. The plan will include: (1) description of the network connecting buildings, residence halls, libraries, student areas, etc.; (2) appropriate wiring configurations and network capacity; (3) funding plan and time-line for implementation; and (4) network linkages to off-campus centers.

Faculty Development in Instructional Technology:

By November 1, 1996, each campus' updated plan will provide guidelines for a program of faculty development and the faculty reward system that will encourage faculty to acquire skills in application of technology in the teaching-learning process.

PRINCIPLE VI. REWARDING STRATEGIC CHANGE

Reward institutions that implement innovative strategic changes as envisioned in statute including relieving them of burdensome regulatory requirements thus enabling better use of both human and physical resources.

Innovation and Change:

The State College System will develop guidelines by December 1, 1996 for the allocation of special priority funds to institutions which have implemented innovative strategic changes as envisioned in S.B. 547.

Regulatory Relief:

The state colleges will be requested to submit suggestions for streamlining administrative processes with a goal of eliminating unnecessary and duplicative paperwork.

By October 1, 1995, the Board of Directors will submit a plan to LOCEA for a Pilot Flexibility Initiative whereby no more than two state colleges may be exempted from certain rules and regulations for a period of time to assess the effectiveness and perhaps expanding the concept to other institutions.

PRINCIPLE VII. SUPPORTING FACULTY AND STAFF TO DRIVE STRATEGIC CHANGE

Recruit, reward, and retain high-quality faculty, staff, and administrators and implement a system of assessing their performance.

Salary Goals for Faculty, Non-Classified Employees and Classified Employees:

By January 1, 1996, each institution will have a plan that includes increments by year, to achieve the legislative mandated salary averages by the year 2001 for faculty, non-classified employees, and classified employees. The benchmark is to meet the salary averages required by statute by 2001 and to meet the annual goals set by the institutions for each of the five years.

Faculty Development:

Institutions will develop plans for furthering faculty development opportunities. Technology-based instruction, as well as other innovative teaching methods, will be emphasized.

Evaluation of Presidents and the Chancellor:

Future evaluation cycles should provide for the measurement of meeting the mandates of S.B. 547. The Chancellor will present to the Board a revision of the current evaluation process which is tied to attainment of the legislative and Board goals in S.B. 547 and link it to salary enhancement.

PRINCIPLE VIII. SEEKING ADDITIONAL RESOURCES THROUGH PARTNERSHIPS

Enhance resources through strategic fund-raising and creative partnerships with government, the private sector, and community.

Expansion of Resources Beyond State Appropriations:

Institutions will augment state dollars by entering into creative and entrepreneurial relationships with government agencies, communities, and those in the private sector. Each institution will report in its updated strategic plan the outcomes of these activities. Also system-wide initiatives with commercial enterprises should be explored.

Workforce Development and Training:

Institutions and, in particular, the community and technical colleges, will respond to the need for changing educational and workforce training and retraining. A report of this activity should be included in the annual updated plan.

Economic Development:

Community and technical college education will become a stronger instrument of economic development. This will be accomplished through such activities as contact and involvement with regional economic development agencies, local agencies, district consortia, and local communities.

Community and technical colleges will develop a system whereby customized training programs can be delivered to business, industry, labor and/or government in a timely fashion.

Each of the community and technical colleges will participate in the certification process for the delivery of training modules through the Governor's Guaranteed Workforce Program.

Strategic Goals

- To offer quality educational programs to prepare students for a lifelong education, successful careers, and contemporary life, and to implement a comprehensive assessment program to evaluate the outcomes of the teaching/learning process.
- To continue to provide and develop both traditional and innovative means of meeting the educational needs of various service area constituencies.
- To recruit, retain, and graduate students who have developed intellectually, personally, ethically, and culturally.
- To extend the use of technology and information resources in order to provide quality service and support to the total educational program.
- To implement the campus master plan for facilities and to optimize the current use of campus facilities and equipment.
- To increase and strengthen the scope of support services to meet the needs of a growing traditional and non-traditional student population.
- To strengthen overall institutional effectiveness through an improved and more diverse financial resource base.
- To promote campus life and improve communications among all college personnel and students.
- To lead in the expansion of volunteerism and working partnerships with constituent groups that will enhance community, cultural, and economic development.

Academic Programs

- One certificate program; 17 AS degrees; 12 BS degrees; two BA degrees; and the RBA degree.
- Selected AS programs have internships with the goal that all AS programs will have internships by 1998.
- Tech Prep programs in the areas of technology, health, and business in the seven county service district.
- Distance learning opportunities available on the Beckley and Lewisburg campuses.
- Active advisory boards for all associate's degree programs.

Student Services

- CAP (Counseling, Advising, Placement) Center conducts academic, skills, and aptitude testing on a continuous basis throughout the year. Tutorial services are also provided through the CAP Center and Student Support Services.
- Information sessions provided to incoming students during orientation for each academic term.
- A Student Satisfaction Inventory is administered each semester and results are widely disseminated to be analyzed by all affected areas.
- TRIO Programs include Student Support Services, Educational Opportunity Center, and Veterans Upward Bound.
- Single-Parent, Sex-Equity Program.

Technology

- Students have access to over 300 microcomputers (over 200 networked) in 14 student computer labs and three library sites on three campuses.
- A three-year "technology upgrade" plan is in progress to replace the infrastructure, three mid-range computers and all microcomputers on all three campuses.
- The microwave connection for the main campus to the off-campus sites of Beckley and Lewisburg became operational in August 1996.
- Two electronic classrooms on the main campus and one at each off-campus center became operational in August 1996.
- Eight courses are currently being offered over the microwave system to Lewisburg and Beckley.
- SATNET and HEITV instructional television courses are offered each semester with an average enrollment of 300 students.

Student Assessment

- Educational outcomes in identified essential areas are being developed for associate's degree graduates. Objectives relative to these outcomes will be incorporated into each course, both general studies and programmatic, for all associate's degree programs within the next two years. All associate's degree students will be assessed at the completion of the program of study by either an institutional assessment instrument or one identified by the State College System.
- Assessment of programmatic learning competencies is already in place by virtue of licensing/certification following graduation for nursing, radiologic technology, and teacher education. The AS graduates of both the Nursing and Radiologic Technology programs consistently score greater than 90% passage rates on their respective national licensing/certification examinations.
- Program reviews of each academic program as scheduled by the State College System of West Virginia.
- Assessment of programs by national accrediting agencies included the National League for Nursing (NLN), National Council for the Accreditation of Teacher Education (NCATE), and the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
- Institutional graduate surveys conducted to include Board of Directors graduate assessment information. Specific programmatic areas (nursing, radiologic technology, engineering technology, and teacher education) conduct more detailed surveys from graduates, and the findings are used for program evaluation and program revision. These programmatic surveys specifically address program satisfaction and success following graduation.

Faculty and Staff Development

- Personnel development committee funds ($50,000 annually) are provided for assistance to faculty and staff for professional development. Faculty and staff are pursuing degrees, from the associate's to the doctorate, and attending workshops/conferences relevant to their areas of responsibility.
- Faculty development workshops utilize institutional and state grant monies to assist with teaching and utilizing technology in the classroom.
- Most staff have networked microcomputers and have been provided in-service training sessions in wordprocessing, BANNER, and other appropriate programs.

Community Service

- Five percent of all federal college work-study positions are designated for use in the community and service organizations.
- BSC accounting faculty and students have worked with the City of Bluefield municipal officials to review the city budget.
- BSC students and accounting faculty are entering the ninth year of providing Volunteer Income Tax Assistance (VITA) for area residents.
- Have designated a faculty member to work with service learning to develop a formal program of community service to be integrated in the general studies curriculum.
- Established a Creative Retirement Center which offers retirement-age individuals a wide variety of learning experiences and opportunities using the many diverse resources and expertise within the community and the college.
- Nursing students work with Mercer Health Right which is a free clinic for uninsured individuals.
- Travel and Adventure series offered annually consisting of four or five sessions each year.

Bluefield State College

Bluefield State College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	2,925	2,601	2,604	2,486	2,602
Full-Time Equivalent (FTE)	1,976	1,860	1,883	1,898	1,952
First-Time Freshmen	454	456	438	503	533
Full-Time Undergraduate Transfers In	172	147	130	139	120

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,925**	**100%**	**2,601**	**100%**	**2,604**	**100%**	**2,486**	**100%**	**2,602**	**100%**
Gender										
Male	1,176	40%	1,106	43%	1,073	41%	1,035	42%	1,118	43%
Female	1,749	60%	1,495	57%	1,531	59%	1,451	58%	1,484	57%
Residence										
WV Resident	2,689	92%	2,400	92%	2,423	93%	2,300	93%	2,391	92%
Non-Resident	236	8%	201	8%	181	7%	186	7%	211	8%
Attendance Status										
Full-Time	1,535	53%	1,463	56%	1,458	56%	1,543	62%	1,597	61%
Part-Time	1,390	48%	1,138	44%	1,146	44%	943	38%	1,005	39%
Level										
Undergraduate	2,925	100%	2,601	100%	2,604	100%	2,486	100%	2,602	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,715	93%	2,354	91%	2,357	91%	2,257	91%	2,361	91%
Black	186	6%	208	8%	201	8%	167	7%	156	6%
Other (includes international)	24	1%	39	1%	46	2%	62	2%	85	3%
Age (excludes "age unknown")										
Under 25	1,620	55%	1,565	60%	1,572	60%	1,564	63%	1,686	65%
25-29	321	11%	278	11%	298	11%	305	12%	342	13%
30-39	568	19%	453	17%	418	16%	371	15%	328	13%
40+	416	14%	305	12%	315	12%	244	10%	245	9%
Average Age	27		26		26		26		25	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 169 (35.4%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	1	Post-Master's	NA
Associate's	18	First Professional	NA
Bachelor's	16	Doctoral	NA
Master's	NA		

108

109

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mercer	West Virginia	36 students from Kuwait and an additional 4 students from 4 nations.	Mercer	West Virginia	52 students from Kuwait; 8 from Saudi Arabia and an additional 7 students from 6 nations.
Greenbrier	Virginia		Greenbrier	Virginia	
McDowell			McDowell		
Monroe			Monroe		
Raleigh			Raleigh		

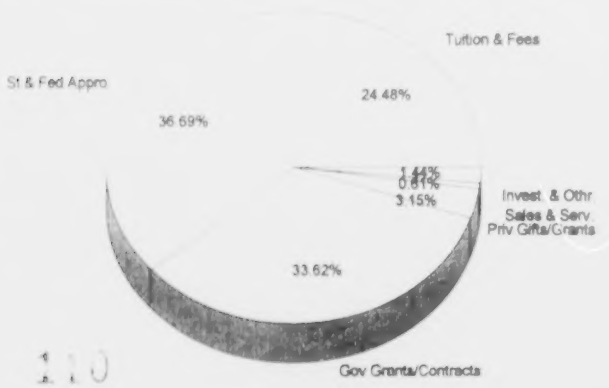
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	255	270	205	216	221
Bachelor's	345	301	268	226	215
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

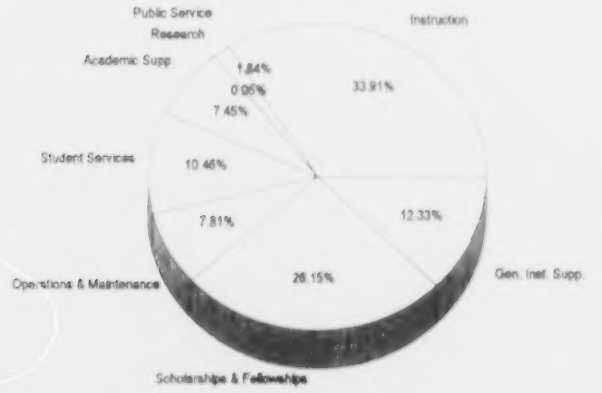
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$863	$916	$928	$958	$988
Non-Resident	$1,998	$2,101	$2,249	$2,288	$2,318

Educational and General Revenue, FY 1995-96
Total $16,970,566
(before $897,472 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $15,599,428



Concord College

Strategic Goals

- Develop the "Characteristics of the Educated Person" which is the goal of the College's program of General Studies and therefore assures that graduates of the institution are genuinely educated persons.
- Provide high quality programs.
- Achieve and sustain an enrollment of 2,265 full-time equivalent students.
- Achieve financial stability.
- Create a learning community that involves all faculty and staff.
- Provide selected services to the community.
- Incorporate technology into the college curriculum.

Academic Programs

- Developed a Sports Management option within the Interdisciplinary Studies program.
- Initiated pre-Occupational Therapy and pre-Physical Therapy options in the Bachelor of Science in Biology degree.
- Honors Program begun with 70 students participating in the introductory course and a wide variety of extracurricular, enhancement activities.
- Received positive preliminary report following NCATE reaccreditation team visit in April 1997.
- Developed dual-enrollment opportunities for students in two Mercer County high schools.
- Continuing discussions of partnering opportunities with other West Virginia state-supported colleges involved in hospitality and tourism academic programs.
- General education offerings in Raleigh County were expanded to serve the program needs of students in that region.
- Second cohort of Presidential/Dean's Scholars brings outstanding records of previous academic achievement to a variety of Concord programs.

Student Services

- The McNair Scholars program enrolled the second cohort while continuing the exploration of graduate school opportunities and faculty-mentored research projects with the initial group of students.
- Placement Office expanding employment opportunities to students through a state-wide and regional consortium.
- Initiated plans for the renovation of high-rise residence halls.
- Continued block booking of on-campus entertainment with other state and area institutions.
- Efforts continued for 1997-98 intercollegiate competition in soccer, and track and field begun as a "club" sport.
- Designated residence hall areas for honors students and other academically-focused students expanded.
- Faculty and staff continue to enhance on-campus environment with quality, academically-based programs in residence halls.

Technology

- Acquired 31 PC's for faculty offices and provided pre-delivery training on operations.
- Video editing system purchased for state-of-the-art laboratory experience for broadcasting majors in Communication Arts.
- Computer lab access expanded by 12 hours/week during semesters to accommodate student requests. Additional hours were added during final examination periods.
- Library operationalized four additional OPAC (Online Public Access Catalog) terminals.
- Utilized West Virginia Library Commission grant to add VMI-PROQUEST to all student access library terminals.
- EPSCoR/Concord partner-funding provided an additional, high-speed student server.
- Initiated process to staff a Director of Academic Computing and Technologies position designed and dedicated to academic needs and faculty development.

Student Assessment

- Participated in TASKS - Critical Thinking Student Assessment pilot project.
- Continued formative "value-added" assessment using Collegiate Assessment of Academic Proficiency.
- Analyzed survey of exiting graduates for 1996-97 and completed comparison analysis with previous years' tabulations.
- Developed model and completed assessment for each academic major, concentration, and teacher education service area.

Faculty and Staff Development

- Thirty-one faculty received computer-use training prior to the receipt of new, state-of-the-art, desk-top PC's.
- Eighty-three faculty used institutional and Foundation-provided funds to participate in over 487 development projects/activities during the year.
- Nine faculty, including four on educational leave, completed graduate courses toward a terminal degree.
- Thirty-four faculty shared $15,000 of Foundation funds to support development activities.
- Three faculty used sabbatical leaves to enhance their teaching responsibilities.
- Foundation funds supported six faculty pursuing graduate/terminal degrees.
- Thirty staff shared the $3,000 in staff development funds provided by the Concord College Foundation.

Community Service

- Bonner Scholars contributed nearly 100,000 hours of community service to local and regional agencies and individuals.
- On and off-campus constituencies continue to be served by the campus day care center, the Summers County-located Head Start program, the JTPA program for Home Health Aids, the Public Social Services opportunities for Social Work majors, and the Athens-based Upward Bound program.
- Center for Economic Action coordinated eight Elderhostel activities, provided leadership to the Downtown Princeton Partnership, organized REAL activities, and continued to counsel businesses and individuals with their entrepreneurial and economic development needs.
- Concord-based West Virginia Geographic Alliance continued educational opportunities for public school teachers both during its Summer Institute and throughout the year.

Concord College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	2,960	2,801	2,623	2,631	2,400
Full-Time Equivalent (FTE)	2,375	2,297	2,152	2,105	2,076
First-Time Freshmen	520	522	539	542	608
Full-Time Undergraduate Transfers In	184	154	160	145	155

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,960**	**100%**	**2,801**	**100%**	**2,623**	**100%**	**2,631**	**100%**	**2,400**	**100%**
Gender										
Male	1,173	40%	1,089	39%	1,088	41%	1,070	41%	1,022	43%
Female	1,787	60%	1,712	61%	1,535	59%	1,561	59%	1,378	57%
Residence										
WV Resident	2,672	90%	2,493	89%	2,322	89%	2,310	88%	2,020	84%
Non-Resident	288	10%	308	11%	301	11%	321	12%	380	16%
Attendance Status										
Full-Time	2,126	72%	2,028	72%	1,940	74%	1,847	70%	1,918	80%
Part-Time	834	28%	773	28%	683	26%	784	30%	482	20%
Level										
Undergraduate	2,960	100%	2,801	100%	2,623	100%	2,631	100%	2,400	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,749	93%	2,590	92%	2,414	92%	2,416	92%	2,212	92%
Black	114	4%	101	4%	110	4%	111	4%	108	5%
Other (includes international)	97	3%	110	4%	99	4%	104	4%	80	3%
Age (excludes "age unknown")										
Under 25	2,366	80%	2,246	80%	2,162	82%	2,122	81%	1,859	77%
25-29	217	7%	183	7%	158	6%	187	7%	189	8%
30-39	241	8%	244	9%	199	8%	189	7%	186	8%
40+	136	5%	128	5%	104	4%	133	5%	166	7%
Average Age	23		23		22		22		23	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 224 (42.7%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	22	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mercer	West Virginia	12 students from Japan; 8 students from Thailand; and an additional 32 students from 18 nations.	Mercer	West Virginia	12 students from Japan; 10 from Bulgaria; and an additional 47 students from 17 nations.
Raleigh	Virginia		Raleigh	Virginia	
Wyoming	Florida		Fayette	Florida	
Greenbrier	Maryland		Summers	Ohio	
Fayette			Wyoming	North Carolina	

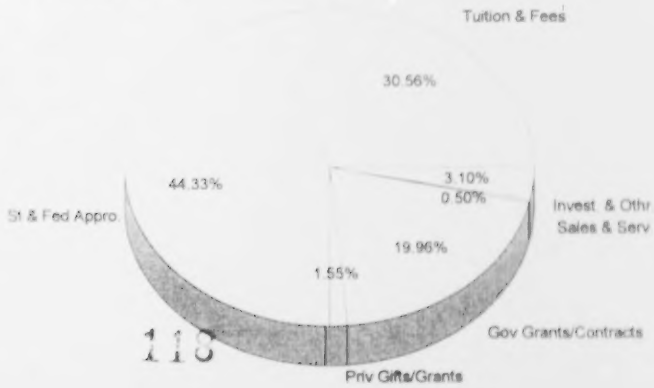
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	5	2	2	3	6
Bachelor's	354	402	395	335	333
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

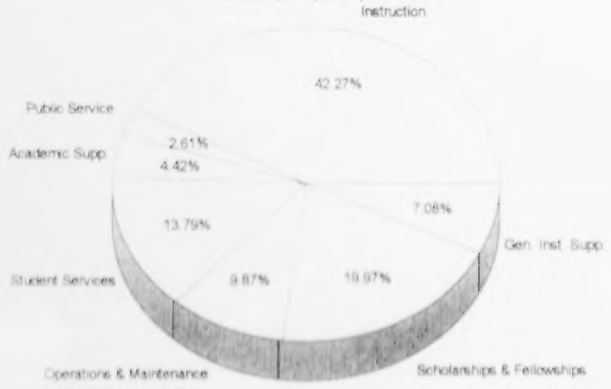
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$868	$968	$1,026	$1,075	$1,109
Non-Resident	$1,933	$2,053	$2,213	$2,325	$2,399

Educational and General Revenue, FY 1995-96
Total $16,425,773
(before $352,334 mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $14,288,944



Strategic Goals

- To promote the cultural, intellectual, and economic development of north central West Virginia. To educate students to be inquisitive, articulate, responsible, and adaptable to a rapidly changing world.
- To provide technical assistance to business, industry, and government agencies.
- To provide a wholesome and stimulating campus environment that is conducive to student growth and development.
- To provide a development program for faculty and staff to ensure that they remain abreast of their disciplines and fields.
- To enrich the cultural life of the college and local community through activities and performances.

Academic Programs

- FSC offers bachelor's and associate's degrees and certificates in the arts and sciences, in business administration, and in engineering technology.
- FSC offers specialized career-oriented programs, such as nursing and criminal justice, as well as programs that prepare students for employment in agencies like the Federal Bureau of Investigation and industries like aviation.
- FSC has a Weekend College which offers three associate's degree programs (Information Processing, Business Administration, and Accounting) and a certificate program (Office Specialist) in an accelerated time frame.
- FSC offers the only Aviation Maintenance and Avionics programs in the state. The programs are located in the new Robert C. Byrd National Aerospace Education Center at the Benedum Airport.
- FSC created new minors in Public Administration and in International Studies.
- FSC is one of 14 higher education institutions nationally participating in the course "Contemporary Issues: Interdisciplinary Teaching and Learning" offered by the University of Virginia and taught on the Internet. The course, designed for faculty in higher education and public school teachers, is based on K-12 classroom case studies and uses video conferencing and a Web-based discussion group for the exchange of information between sites.
- FSC has signed a Memorandum of Understanding with three institutions in the Republic of China: the China Institute of Technology and Commerce, the Shin Shing Technical and Commercial High School, and the Kao Yuan Junior College of Technology and Commerce to assist in the development of Aviation Maintenance Technology programs in Taiwan.
- FSC provides outstanding library resources and services which are comparable to those found in much larger institutions. This is particularly true in regard to the availability of electronic resources and to the wide variety of assistance and support provided to students, faculty, and staff.
- FSC is accredited by the North Central Association of Colleges and Schools. Other accreditations include: the National Council for Accreditation of Teacher Education (NCATE-Teacher Education); the Accreditation Board for Engineering and Technology (ABET-Specialized) - held in seven Engineering Technology programs: A. S. & B.S.E.T. in Civil, A.S. & B.S.E.T. in Electronics, A.S. & B.S.E.T. in Mechanical, and A.S. in Drafting Design; the National League for Nursing (NLN) and the West Virginia Board of Review Examiners for Registered Nurses - A.S. in Nursing; the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS) - A.A.S. in Medical Laboratory Technology; the Commission on Accreditation of Allied Health Education Programs - A.A.S. in Health Information Technology; and the Veterinary Medical Association (V.M.A.) - A.A.S. in Veterinary Technology.

Student Services

- A strategic enrollment management plan was developed identifying student recruitment and retention strategies and target key performance indicators, which will be used to measure success in a variety of recruitment and retention areas.
- FSC has 79 recognized student organizations, including Student Government, that offer and sponsor a varied series of educational, cultural, and social events throughout the year.
- FSC has relocated the Academic Advising Center and the Career Services Office to contiguous spaces with a shared career library and office spaces, thus facilitating a more seamless approach to career assessment and academic advising services.
- Counseling Services has expanded outreach efforts, and Career Services conducted 37 career-related seminars, processed 6,929 job listings, and significantly enhanced student career assistance technologies including the PRISM job listing database, SIGI Career assessment system, and access to national job databases and career information through website access.

Technology

- FSC has well over 1,000 personal computers and more than 20 computer labs for faculty and student use.
- FSC is installing a fiber optic network that will serve as the backbone to link all classrooms, residence halls, and offices on campus.
- FSC has an excellent Home Page on the World Wide Web (http://www.fairmont.wvnet.edu) that provides information about the institution.
- FSC provides computer workshops for faculty to enhance their knowledge and skills in the use of computers in the classroom.

Student Assessment

- Of the 1995-96 responding graduates, 87.3% found jobs within one year of graduation; 60.1% of these jobs were full-time jobs in the student's field of study.
- Of the responding graduates, 18.6% went on immediately to graduate school or additional higher education.
- All baccalaureate degree students must complete a minimum of 128 semester hours with a 2.00 GPA in both the major and minor areas of study for graduation. Students in teacher education must achieve a 2.50 GPA in all courses attempted including each teaching specialization. Associate's degree students must complete a minimum of 64 semester hours with a 2.00 GPA. Students must complete a general studies curriculum of 50 hours for B.S. degrees, 56 hours for B.A. degrees and 15-17 hours for associate's degrees.
- FSC routinely administers surveys, such as the ACT Student Opinion Survey and the Noel-Levitz Student Opinion Survey, to assess the level of student satisfaction with the College.

Faculty and Staff Development

- FSC maintains a strong faculty sabbatical program and offers up to six sabbaticals on a competitive basis each semester to qualified faculty.
- FSC, with the financial support of the Fairmont State College Foundation, provides mini-grants to faculty for special projects of up to $2,000 each. In addition, the College offers each year a grant of $4,500 to a faculty member who is named a Fairmont State College Fellow.
- FSC provides on-going workshops and teleconferences throughout the academic year to assist the faculty in keeping current with new classroom technologies.
- FSC provides travel funds for faculty to attend major conferences and workshops and provides additional funds for faculty who are selected to present refereed papers.
- FSC has developed a comprehensive wellness program for faculty, staff, and students.

Community Service

- FSC will participate in President Clinton's "America Reads Challenge Program" in which college students on work-study provide outreach tutoring for pre-schoolers through third graders. FSC's approach will augment the efforts of work-study students with community service learning students and other volunteers, serving as a demonstration program for other West Virginia colleges.
- FSC has developed a comprehensive Community Service Learning program which offers credit and non-credit learning opportunities for students.
- FSC through its Office of Economic Development and Regional Small Business Development Center provides managerial and technical assistance and training to entrepreneurs and to business and industry.
- Students, faculty, and staff are highly active on numerous city, county, church, and community committees or boards, and also contribute their volunteer services.

Fairmont State College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	6,613	6,344	6,355	6,547	6,555
Full-Time Equivalent (FTE)	5,298	5,123	5,107	5,133	5,140
First-Time Freshmen	1,287	1,166	1,172	1,281	1,211
Full-Time Undergraduate Transfers In	178	210	246	210	219

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**6,613**	**100%**	**6,344**	**100%**	**6,355**	**100%**	**6,547**	**100%**	**6,555**	**100%**
Gender										
Male	3,005	45%	2,884	45%	2,861	45%	2,936	45%	2,929	45%
Female	3,608	55%	3,460	55%	3,494	55%	3,611	55%	3,626	55%
Residence										
WV Resident	6,170	93%	5,929	93%	5,967	94%	6,118	93%	6,141	94%
Non-Resident	443	7%	415	7%	388	6%	429	7%	414	6%
Attendance Status										
Full-Time	4,540	69%	4,401	69%	4,315	68%	4,344	66%	4,367	67%
Part-Time	2,073	31%	1,943	31%	2,040	32%	2,203	34%	2,188	33%
Level										
Undergraduate	6,613	100%	6,344	100%	6,355	100%	6,547	100%	6,555	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	6,355	96%	6,098	96%	6,094	96%	6,294	96%	6,232	95%
Black	137	2%	141	2%	134	2%	134	2%	189	3%
Other (includes international)	121	2%	105	2%	127	2%	119	2%	134	2%
Age (excludes "age unknown")										
Under 25	4,440	67%	4,281	68%	4,369	69%	4,585	70%	4,609	70%
25-29	676	10%	657	10%	650	10%	676	10%	689	11%
30-39	897	14%	833	13%	789	12%	746	11%	702	11%
40+	583	9%	569	9%	540	9%	532	8%	548	8%
Average Age	25		25		25		25		24	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 499 (48.0%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	1	Post-Master's	NA
Associate's	26	First Professional	NA
Bachelor's	32	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Marion	West Virginia	40 students from Japan; 5 students from South Korea; and an additional 16 students from 15 nations.	Marion	West Virginia	39 students from Japan; 3 students from South Korea; and an additional 18 students from 15 nations.
Harrison	Pennsylvania		Harrison	Pennsylvania	
Monongalia	Virginia		Monongalia	Ohio/Virginia	
Preston	Ohio		Preston	Maryland	
Randolph	Maryland		Randolph	New Jersey	

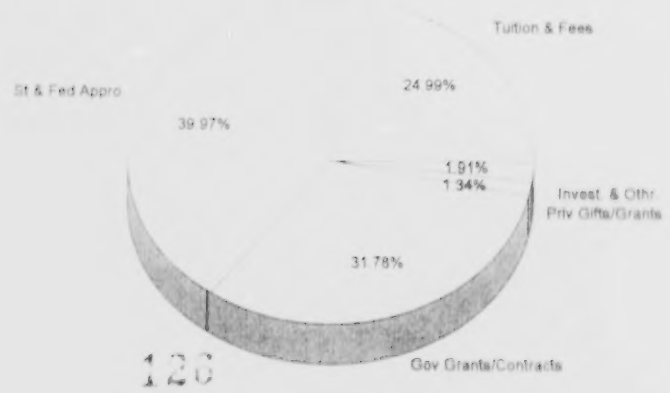
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	227	255	234	220	237
Bachelor's	584	614	622	611	611
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$843	$900	$900	$929	$959
Non-Resident	$2,003	$2,119	$2,119	$2,164	$2,214

Educational and General Revenue, FY 1995-96
Total $39,324,700
(before $2,170,253 in mandatory/non-mandatory transfers)



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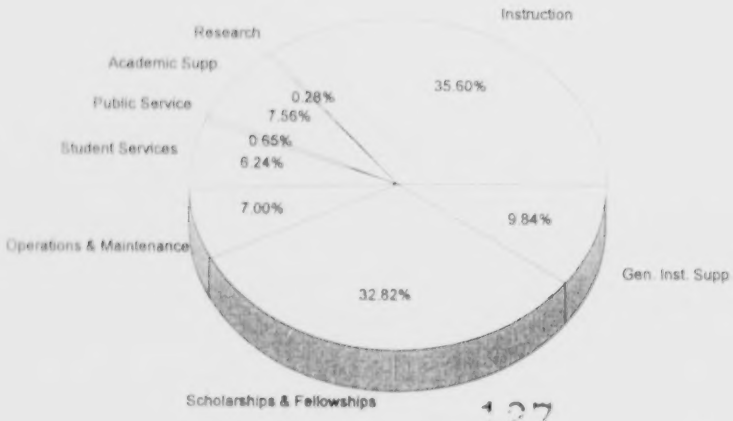
Educational and General Expenditures, FY 1995-96
Total $37,001,756



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Strategic Goals

- Generate the revenues Glenville State College needs to achieve its standards of excellence.
- Enrich the quality of the educational experience.
- Improve student retention and enrollment.
- Make a Glenville State College education more accessible and relevant to citizens of West Virginia.
- Provide leadership in economic development within Glenville State College's service region.
- Improve the quality of student life.
- Improve the College's planning and information management systems.
- Improve the quality, motivation, and compensation of Glenville State College staff.

Academic Programs

- Glenville State College offers Bachelor's of Arts, Bachelor's of Science, Associate's in Arts, and Associate's in Science degrees.
- The Lewis County Center, located in Weston, provides a full range of extension courses to students in Lewis and surrounding counties. Course work leading to all of the following degrees is offered at the Lewis County Center: Associate's in Arts degrees in General Studies or Administrative Science and Associate's in Science degrees in General Studies, Business Technology, Criminal Justice, or Environmental Technology.
- The Nicholas County Center, located in Summersville, serves students from Nicholas, Braxton, Clay, Fayette, Greenbrier, Raleigh, and Webster counties. The Center offers course work which enables students to complete the requirements for a number of degrees including: Associate's in Arts degrees in General Studies or Administrative Science and Associate's in Science degrees in General Studies, Business Technology, or Criminal Justice.
- Glenville State College is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education, is a member of the American Association of Colleges for Teacher Education and the American Council on Education, and is recognized by the American Association of University Women.
- Beginning with the Spring 1997 semester, students with a perfect grade average of 4.0 quality points on 12 or more hours are placed on the President's Honor List.

Student Services

- Glenville State College awards approximately 40 tuition waivers to students demonstrating academic excellence and approximately 50 tuition waivers to students demonstrating excellence in areas such as music or athletics each academic year. Other scholarships worth various amounts are available.
- Freshman Experience, a 14-week course offered for the first time during the Fall 1997 semester, is designed to help incoming students adjust to their new environment. Topics include stress management, handling test anxiety, proper study skills, career planning, and goal setting.
- A variety of cultural activities including performances by the Wheeling Symphony, an annual Multicultural Fair, theater productions, and art exhibits are offered.
- Students may participate in numerous organizations on campus that meet various academic, athletic, professional, religious, and social needs.
- The Careers Office assists students and alumni in arranging for job interviews, career counseling, and provides student credentials to prospective employers.

Technology

- Glenville State College's second state-of-the-art electronic distance learning classroom is in operation. It is located at the Lewis County Center. Within the next year, the College hopes to complete a third classroom.
- In May 1997, Glenville State College upgraded the BANNER system.
- Glenville State College has recently expanded and updated its homepage on the World Wide Web. The homepage address is: http://www.glenville.wvnet.edu.

- A CD-ROM is currently in production that will assist in recruiting students. The premise of the CD-ROM is to actually give the prospective student a tour of the Glenville State College main campus and the Lewis County and Nicholas County Centers. The program will include over 20 minutes of video clips and 100 pages of graphics and text. Copies of the CD-ROM program will be distributed to all West Virginia high schools and will also be used by Admissions Counselors at College Fairs.
- Glenville State College was the first college or university in West Virginia to be involved in the State Tourism Kiosk Program. The kiosk system runs in rest areas between Charleston and Morgantown with information on various West Virginia tourism, business, and educational sites. The kiosk program will be expanding to include shopping malls and virtually all well-traveled West Virginia tourism sites.

Student Assessment

- Depending upon the degree program, evaluation of a student's academic achievement may include, but is not limited to, the following assessments: English proficiency, general studies, and pre-professional skills.
- Baccalaureate degrees require that students complete a minimum of 128 hours with a cumulative quality point average of 2.0. Students in teacher education must achieve a cumulative quality point average of 2.5.
- Associate's degrees require that students complete a minimum of 64 hours with a cumulative quality point average of 2.0.
- An exit assessment is required for every student completing a baccalaureate degree program. The extent and nature of the exit assessment is the responsibility of the academic division which offers the program.

Faculty and Staff Development

- Glenville State College earmarks funds annually for the professional development of faculty and classified employees.
- Glenville State College has acquired a program by Noel-Levitz titled, "Connections." It is designed to help employees develop interpersonal skills which will enhance their effectiveness in communicating and interacting with students and colleagues.
- Any classified employee meeting established eligibility requirements may apply for a tuition waiver. A committee reviews the applications and awards approximately five waivers each semester.
- Faculty have participated in a variety of workshops/conferences pertaining to the use of technology in the classroom.

Community Service

- On May 15, 1997, the Office of Community Oriented Policing Services, under the auspices of the United States Department of Justice, awarded the West Virginia Regional Community Policing Institute a grant of $1,000,000. Glenville State College is the only institution of higher education to be a full partner in this endeavor.
- The College hopes to benefit from a portion of these funds which would be used for training, research, and student internships.
- Glenville State College continues to establish partnerships with area elementary and secondary schools.
- Cultural activities sponsored by Glenville State College are open to the public including concerts, theater performances, and art exhibits.
- Glenville State College sponsors basketball, football, and volleyball camps for area youth during the summer.
- Glenville State College participates in the Elderhostel program.
- The Office of Continuing Education offers a variety of classes and workshops for children and adults in the College's service area.
- Glenville State College's participation in community-related activities includes American Red Cross Blood Drives, the Adopt-an-Angel program, blood screening clinics, alcohol and drug awareness, and the Adopt-a-Highway program.

Glenville State College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	2,345	2,264	2,266	2,417	2,179
Full-Time Equivalent (FTE)	1,898	1,941	1,941	2,014	1,917
First-Time Freshmen	770	665	527	616	525
Full-Time Undergraduate Transfers In	47	104	79	102	100

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,345**	**100%**	**2,264**	**100%**	**2,266**	**100%**	**2,417**	**100%**	**2,179**	**100%**
Gender										
Male	976	42%	987	44%	1,005	44%	1,089	45%	960	44%
Female	1,369	58%	1,277	56%	1,261	56%	1,328	55%	1,219	56%
Residence										
WV Resident	2,197	94%	2,106	93%	2,122	94%	2,269	94%	2,042	94%
Non-Resident	148	6%	158	7%	144	6%	148	6%	137	6%
Attendance Status										
Full-Time	1,688	72%	1,740	77%	1,750	77%	1,806	75%	1,753	80%
Part-Time	657	28%	524	23%	516	23%	611	25%	426	20%
Level										
Undergraduate	2,345	100%	2,264	100%	2,266	100%	2,417	100%	2,179	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,248	96%	2,161	95%	2,165	96%	2,320	96%	2,071	95%
Black	49	2%	48	2%	43	2%	58	2%	67	3%
Other (includes international)	48	2%	55	2%	58	3%	39	2%	41	2%
Age (excludes "age unknown")										
Under 25	1,598	68%	1,622	72%	1,663	73%	1,744	72%	1,590	73%
25-29	204	9%	197	9%	188	8%	205	8%	191	9%
30-39	303	13%	256	11%	238	11%	248	10%	221	10%
40+	240	10%	189	8%	177	8%	220	9%	177	8%
Average Age	25		24		24		24		24	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 274 (43.8%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	8	First Professional	NA
Bachelor's	14	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Nicholas	West Virginia	11 students from Japan; 4 students from Canada; and 1 student from Ireland.	Nicholas	West Virginia	20 students from Japan and an additional 6 students from 4 nations.
Gilmer	Ohio		Lewis	Ohio	
Braxton	Virginia		Gilmer	Florida	
Lewis	Maryland		Braxton	California/Maryland	
Webster			Webster	Virginia	

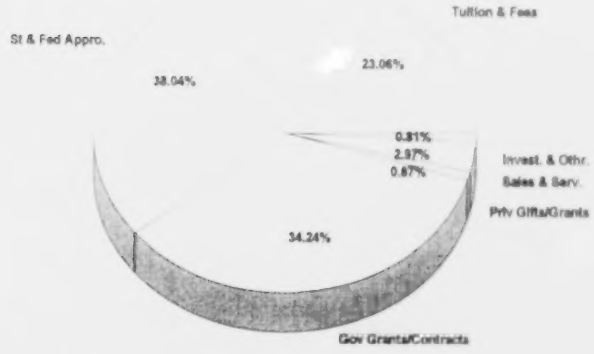
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	96	87	78	59	99
Bachelor's	251	205	256	287	210
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

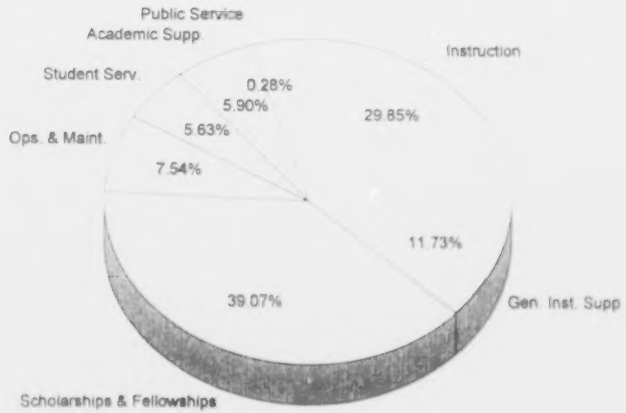
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$803	$865	$891	$900	$930
Non-Resident	$1,910	$1,972	$2,040	$2,100	$2,169

Educational and General Revenue, FY 1995-96
Total $16,700,206
(before $1,038,131 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $15,062,161



Strategic Goals

- To provide students with a comprehensive education which will enable them to enter and succeed in productive careers.
- To encourage student intellectual development.
- To encourage student ethical and personal development.
- To encourage professors to be current and productive in their respective fields and to maintain a high standard of scholarship, professional involvement, and professional responsibilities.
- To encourage the maintenance of a high standard of teaching.
- To emphasize the utilization of information technology in education and career development.
- To encourage the recruitment and retention of a culturally diverse student body, faculty, and staff.
- To encourage continued cooperation and mutual support between the four-year College and the Community and Technical College.
- To encourage participation in the enhancement of the communities, businesses, and governments of the region.
- To utilize the College as a cultural and intellectual center of the region and maintain a strong connection with the resources of the Washington-Baltimore Standard Metropolitan Statistical Area.

Academic Programs

- The new major in Environmental Studies was approved and effectively commences as of the Fall 1997 semester. It has two emphases: Environmental Science and Resource Management.
- The School-Library Media/Library Science minor and teaching field was placed in suspension because it was underutilized.
- The separate health and physical education concentrations (three) were restructured as one Health and Physical Education concentration in secondary education.
- Two associate's degree programs were approved: Electro Mechanical Technology (A.S.) and Occupational Development (A.A.S.).
- The new teacher education program has been fully implemented including the capstone experiences. (The NCATE visit will occur in Fall 1997.)
- The Year of West Africa program sponsored more than 30 events related to that area of the world and a trip to Sierra Leone in January, 1997 in which faculty, students, and members of the community participated.
- Clarified and expanded articulation agreements to make transfer of courses clearer.
- The Education Department maintains a database of student placements in public schools and ethnic characteristics of local schools to ensure that future teachers have experience in diverse settings.
- The College added two minority faculty in the Education Department, one minority faculty in the Physical Sciences Department, and one minority faculty in the Music and Theater Department.

Student Services

- The Cooperative Education Program helped place approximately 200 students in experiential education assignments during the 1996-97 academic year.
- An assessment of student services was conducted, and the results will lead to the establishment/reinforcement of goals.
- Established a new position of Director of Academic Advisement charged with heading all advisement and registration sessions, producing a faculty advising handbook, and re-training faculty to become more sensitive and careful advisors within their departments.
- Appointed an Associate Director of Admissions to assist transfer students and re-admitted students. Transfer students will be aware of their status at the start of their first semester.

Technology

- RAIL (Remote Access Information Line) was implemented beginning Fall 1996. Students can obtain their grades by telephone a day after final grades are due.
- Registration by RAIL is being used on a limited basis for summer school 1997 and will be implemented fully for Spring 1998 registration in Fall 1997.
- The College's Technology Oversight Committee allocated $148,168 to projects in eight campus units in 1996-1997. Several were multi-year grants allowing substantial upgrading of facilities.
- Upgraded a computer lab to Pentium computers with Windows 95 and other software.
- Generated E-mail accounts automatically for all students.
- Continued to expand the College's website as more departments developed homepages.
- The Education Department acquired a new computer lab with 20 Power Macintosh computers.
- Extended the fiber optic network to all classroom buildings on the main campus.

Student Assessment

- The assessment plan underwent considerable revision and updating.
- The general studies faculty specified goals, objectives, and assessment strategies for the general studies curriculum and for essential skills specified by the State College System. An Essential Skills Assessment plan, extracted from the general studies assessment plan, was submitted to the State College and University Systems Central Office on May 1, 1997.
- The State College System survey of May 1997 graduates was completed, and responses and demographic data from 240 graduates were submitted electronically.
- The State College System Alumni survey of May 1996 graduates was completed, and responses and demographic data from 83 alumni were submitted electronically.
- The College Outcomes Survey (ACT) was administered to the May 1997 graduates to assess their satisfaction and experiences with academic aspects.
- The Student Satisfaction Inventory (Noel-Levitz) was administered to a sample of students to determine their expectations and satisfaction with 12 categories of student services.

Faculty and Staff Development

- Course evaluations were conducted in two classes in Fall 1996 by all faculty. Results were used for awarding merit pay.
- Faculty and staff development included attendance at conferences and workshops and receipt of grants.
- All faculty annual evaluations included assessment of teaching, professional development, and service.
- Technology development workshops were offered as an on-going part of the College's services.

Community Service

- Volunteers working through the College's Office of Student Community Services (SCS) donated Thanksgiving baskets to senior citizens, held a food drive for the Salvation Army, adopted nine families for Christmas, filled 250 Christmas stockings and purchased gifts for more than 50 needy children, among other projects. More than 1,000 students were involved in community service activities.
- The Education Department initiated a program to provide training to its undergraduates for literacy tutoring.
- A minority admissions counselor not only concentrates on recruiting minority students for the College, but also assists local schools in recruiting minority personnel.

Shepherd College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	3,559	3,565	3,648	3,602	3,845
Full-Time Equivalent (FTE)	2,745	2,842	2,809	2,856	2,956
First-Time Freshmen	529	603	566	652	666
Full-Time Undergraduate Transfers In	182	234	182	178	212

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,559**	**100%**	**3,565**	**100%**	**3,648**	**100%**	**3,602**	**100%**	**3,845**	**100%**
Gender										
Male	1,390	39%	1,431	40%	1,395	38%	1,429	40%	1,528	40%
Female	2,169	61%	2,134	60%	2,253	62%	2,173	60%	2,317	60%
Residence										
WV Resident	2,487	70%	2,545	71%	2,644	72%	2,607	72%	2,691	70%
Non-Resident	1,072	30%	1,020	29%	1,044	28%	995	28%	1,154	30%
Attendance Status										
Full-Time	2,334	66%	2,452	69%	2,320	64%	2,386	66%	2,445	64%
Part-Time	1,225	34%	1,113	31%	1,328	36%	1,216	34%	1,400	36%
Level										
Undergraduate	3,559	100%	3,565	100%	3,648	100%	3,602	100%	3,845	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,391	95%	3,369	95%	3,422	94%	3,386	94%	3,582	93%
Black	113	3%	117	3%	133	4%	121	3%	127	3%
Other (includes international)	55	2%	79	2%	93	3%	95	3%	136	4%
Age (excludes "age unknown")										
Under 25	2,421	68%	2,443	69%	2,380	65%	2,404	67%	2,467	64%
25-29	348	10%	364	10%	413	11%	387	11%	384	10%
30-39	404	11%	435	12%	432	12%	420	12%	466	12%
40+	383	11%	323	9%	422	12%	391	11%	526	14%
Average Age	25		25		26		25		26	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 199 (54.1%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	14	First Professional	NA
Bachelor's	24	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Berkeley	West Virginia	4 students from Japan and an additional 14 students from 13 nations.	Berkeley	West Virginia	11 students from Russia and an additional 21 students from 13 nations.
Jefferson	Maryland		Jefferson	Maryland	
Morgan	Virginia		Grant	Virginia	
Hardy	Pennsylvania		Morgan	Pennsylvania	
Grant	New Jersey		Hardy	New York	

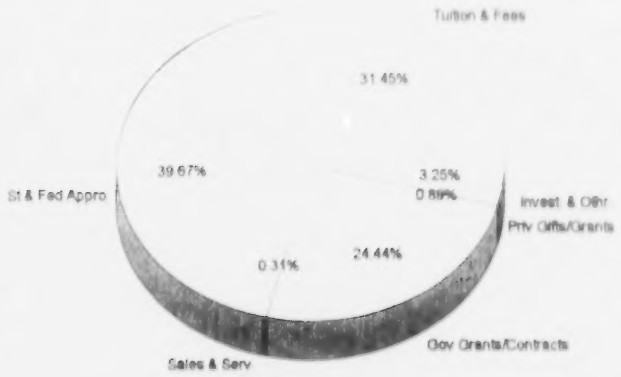
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	88	75	67	84	56
Bachelor's	485	427	414	432	481
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

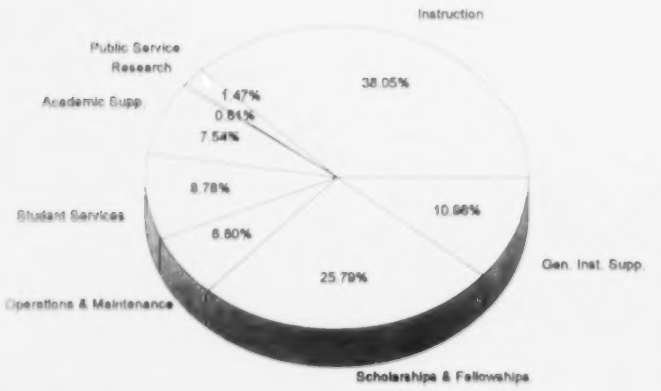
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$977	$1,020	$1,032	$1,032	$1,080
Non-Resident	$2,237	$2,335	$2,347	$2,347	$2,549

Educational and General Revenue, FY 1995-96
Total $22,746,296
(before $1,672,394 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $21,591,569



West Liberty State College

Strategic Goals

- President Ronald M. Zaccari conducted an institutional strategic planning retreat September 15-17, 1996. This meeting resulted in the strategic goals listed below:
- To create an efficient and effective administrative structure.
- To generate and wisely utilize sufficient financial resources to fulfill the mission and vision of the College.
- To provide an environment conducive to optimal employee performance.
- To have in place a technology infrastructure.
- To create and maintain a safe and healthy environment for all students and employees.
- To provide dynamic curricula, on and off campus, driven by the needs of the College's customers.
- To put students first.
- To achieve excellence in the organization through continuous improvement.
- To extend the College's cultural, academic, and athletic resources into the community to meet continuously changing needs.
- To develop an atmosphere of teamwork which facilitates implementation of the strategic planning process.
- To aggressively recruit and successfully retain a 3,400-member student body.
- To establish a high quality image.
- A follow-up retreat was held September 14-16, 1997 to evaluate progress made toward achieving the above goals and to modify the goals as appropriate. As a result of the follow-up retreat, the update to the Strategic Plan was prepared and submitted to the Board of Directors by November 1, 1997.
- Because of the progress that was made toward the achievement of the 12 original goals, the Strategic Plan now consists of seven goals.

Academic Programs

- West Liberty State College offers an associate's degree in Dental Hygiene.
- Bachelor's of Arts or Bachelor's of Science degree programs are available in 57 different fields or specialties.
- Recognized as areas of distinction are Dental Hygiene, Science of Exercise, and Interdisciplinary Studies.
- Accelerated degree programs are available to working adults in business, criminal justice, nursing, and clinical laboratory science. Credit for life experience is available to accelerated degree students as well as to Regents Bachelor of Arts degree students.
- Expansion of the scholarship program by 75% for incoming freshmen since the previous school year.

Student Services

- Free, individualized tutoring services.
- Americans with Disabilities Act (ADA) accommodations.
- Confidential counseling services available upon request.
- Extensive, organized intramural sports programming.
- Closed circuit television and telephone services in residence halls.

Technology

- Modern, graphic design and radio/television degree programs with appropriate equipment.
- Online library information search and retrieval services.
- Microcomputer laboratories in physics, art, education, mathematics, business, computer information systems, and biology. Walk-in system terminal lab. Over 150 computer terminal devices for student use.
- Construction has begun on a campus fiber optic network to extend data, video, and audio technology to on-campus sites. Phase one of the system has been completed, and the College is proceeding with the planning and implementation of the remaining phases.

Student Assessment

- Approved North Central Association of Colleges and Schools (NCA) student academic assessment plan with entry, in-process, and exit assessment. Feedback mechanism so that accumulated data may affect academic programs.
- Assessment of 20% of all degree programs each year as mandated by the State College System of West Virginia.
- Assessment of degree programs by professional accreditation of the following societies: National Council for the Accreditation of Teacher Education (NCATE), American Dental Association (ADA), National Association of Schools of Music (NASM), National League for Nursing (NLN), and the National Association for the Accreditation of Clinical Laboratory Science (NAACLS).
- Office of Institutional Research and Evaluation began operation in the Fall of 1997 with major responsibility in the area of student assessment.

Faculty and Staff Development

- Faculty Development Director and formal, annual programming.
- Faculty/Staff Technology Development Program funded by WLSC Foundation.
- Tuition/credit waivers available for faculty/staff.
- Faculty/Staff development assessment through annual review.
- New Faculty Evaluation System implemented for 1997-98.

Community Service

- Active support of Elderhostel Program.
- Regional Academic Institute provides mentored academic programs for advanced high school students in cooperation with RESA VI.
- Regional and State science fair host.
- Partnering with public schools for pre-professional programming and counseling.
- Regional Special Olympics sponsor.
- Science, Mathematics, Art, Research & Technology (SMART) Center for math/science programming for K-12 teachers and students.
- Strong Continuing Education programming in dental hygiene, social programming, business, and criminal justice for the community.
- Planning and implementation of a Division of Youth Arts has begun with the Ovations Youth Orchestra coming under the auspices of West Liberty State College's Department of Music.

West Liberty State College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	2,377	2,365	2,381	2,435	2,412
Full-Time Equivalent (FTE)	2,397	2,419	2,400	2,433	2,459
First-Time Freshmen	496	477	510	512	468
Full-Time Undergraduate Transfers In	197	197	215	205	216

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,377**	**100%**	**2,365**	**100%**	**2,381**	**100%**	**2,435**	**100%**	**2,412**	**100%**
Gender										
Male	1,146	48%	1,145	48%	1,112	47%	1,096	45%	1,088	45%
Female	1,231	52%	1,220	52%	1,269	53%	1,339	55%	1,324	55%
Residence										
WV Resident	1,609	68%	1,608	68%	1,620	68%	1,689	69%	1,698	70%
Non-Resident	768	32%	757	32%	761	32%	746	31%	714	30%
Attendance Status										
Full-Time	2,145	90%	2,140	90%	2,129	89%	2,158	89%	2,148	89%
Part-Time	232	10%	225	10%	252	11%	277	11%	264	11%
Level										
Undergraduate	2,377	100%	2,365	100%	2,381	100%	2,435	100%	2,412	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,279	96%	2,274	96%	2,295	96%	2,336	96%	2,312	95%
Black	54	2%	53	2%	56	2%	60	2%	63	3%
Other (includes international)	44	2%	38	2%	30	1%	39	2%	37	2%
Age (excludes "age unknown")										
Under 25	2,007	85%	1,983	84%	1,978	83%	2,008	82%	1,969	82%
25-29	156	7%	136	6%	147	6%	160	7%	159	7%
30-39	133	6%	145	6%	146	6%	144	6%	161	7%
40+	79	3%	100	4%	109	5%	122	5%	121	5%
Average Age	23		23		23		23		23	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 247 (56.5%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	20	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Ohio	West Virginia	3 students from Canada; 3 students from Japan; and an additional 2 students from 2 nations	Ohio	West Virginia	2 students from the United Kingdom and an additional 2 students from 2 nations.
Marshall	Ohio		Marshall	Ohio	
Brooke	Pennsylvania		Brooke	Pennsylvania	
Hancock	Virginia		Hancock	New Jersey	
Wetzel	Maryland		Wetzel	Virginia	

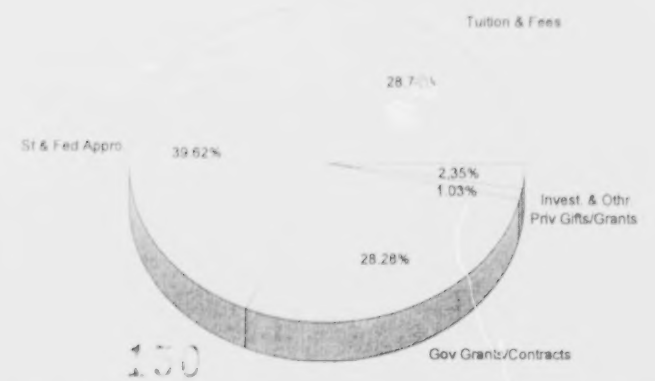
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	27	30	31	36	35
Bachelor's	416	418	426	405	414
Master's	NA	NA	NA	NA	NA
First-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$795	$900	$950	$980	$1,010
Non-Resident	$1,830	$1,935	$2,235	$2,650	$2,730

Educational and General Revenue, FY 1995-96
Total $20,954,636
(before $1,338,323 in mandatory/non-mandatory transfers)



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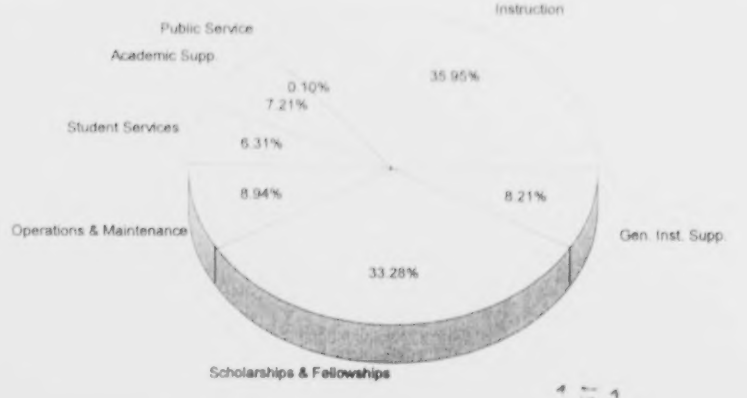
Educational and General Expenditures, FY 1995-96
Total $18,821,551



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West Virginia State College

Strategic Goals

- Develop the Institutional Academic Plan.
- Maintain and strengthen the effectiveness of all academic departments, programs, and projects and academic support activities.
- Provide and implement a series of new and innovative programs and projects.
- Reaffirm the concept of "a living laboratory of human relations."
- Prepare West Virginia State College for 21st century teaching and learning technologies.
- Facilitate the implementation of the West Virginia State College System plan for community and technical college education.
- Enhance the public image and reputation of the Community and Technical College, developmental education programs, workforce training, continuing education programs and community service and economic development activities in metropolitan Charleston region community and technical college District III.
- Facilitate, establish, and maintain liaisons with the District III educational institutions, business, industry, labor unions, government, human services, and health-care agencies, and other community organizations in the tradition of community colleges and land-grant colleges.
- Attract, educate, train, service, and retain traditional and non-traditional students and special populations through associate's degree, continuing education, certificate, JTPA, and community and public service programs.
- Provide and promote services that facilitate development of the West Virginia State College community.
- Enhance interaction between student and academic affairs toward the common goal of student development.
- Comprehensively assess the quality of student affairs services and programs and efficient allocation of resources.
- Promote a multicultural environment and preserve in practice the concept of "a living laboratory of human relations."
- Provide administrative services that enable the College to operate in an effective, efficient, and safe manner.
- Make significant progress toward accomplishing the goals of the campus master plan.
- Promote a barrier-free environment for students, faculty, staff, and visitors.
- Develop innovative ways to increase private and federal funds for enhancement of existing and future programs of the College.
- Increase the role of the administrative area of Planning and Advancement in economic development and service activities within the campus and its service region.
- Develop effective external and internal communication services.
- Strengthen the role of information management and analysis in the administrative decision-making process.
- Promote active interfacing among administrative areas with regard to planning activities.
- Increase involvement of alumni in the life and support of the College.
- Strengthen the business, industry, public education, and College Cluster Partnership to help students succeed in the workplace and to advance business education.
- Further enhance a long-standing, mutually supportive relationship between the Kanawha County School System and the College as partners in the Community Alliance to Support Education (CASE).

Academic Programs

- The College holds accreditations from the North Central Association of Colleges and Schools, the American Chemical Society, the National Council for Accreditation of Teacher Education, the American Medical Association, the National Recreation and Parks Association, the Council of Social Work Education, and the Accreditation Board for Electronics Technology.
- The College completed its development of the Institutional Academic Plan which will guide future planning and budgeting processes.
- A Dual Credit Program has been established with the Kanawha County School System, doubling the number of courses offered at area high schools.
- The community and technical college has established the A.A.S. in Technical Studies and a Collegiate Certificate in Technical Studies.

Student Services

- The administrative area of Student Affairs successfully negotiated a low cost, U.S. Department of Education loan of $3.5 million to renovate residential facilities.
- The College's second annual survey of retention programs and activities revealed that there are over 138 different retention activities available to assist students.
- The College's Access Program, a project designed to increase the college-going rate for students in the Kanawha Valley by assisting potential students with financial aid, has been used by 740 students from area high schools.
- The Student Financial Assistance Office increased the amount of financial assistance awarded to students by 16%.
- WVSC sponsored its first Annual Minority Student Weekend in conjunction with the IBM Corporation. The program is designed to introduce minority students to higher education and the importance of careers in math, science, and business.

Technology

- All Academic Affairs Offices are linked to the campus network.
- There are 19 computer laboratories on campus with 257 computer stations designated for student use.
- Sixty-four percent of resident students have Internet connections in their residence hall rooms and 50% of the faculty have computers connected to the Internet.
- Faculty have attended seminars on the use of instructional technology.

Student Assessment

- The College's Assessment Plan, approved in its entirety by the North Central Association of Colleges and Schools, continues to be implemented.

Faculty and Staff Development

- Faculty and staff development activities included conference attendance, training programs, and national presentations.
- The College's Title IIIB Faculty Development Program continued to assist faculty pursuing terminal degrees by providing tuition and other support.

Community Service

- As part of the Alliance for Ventures in Education, WVSC became a clearinghouse for workforce education.
- The College established the Center for Business and Industry as a single point of educational and training resources.
- The community and technical college continues to administer and operate on the state's four Area Agencies on Aging for the West Virginia Office of Aging and the Commission on Aging. Also, the College is cooperating with the WVU Center on Aging for the presentation of the 1997 and 1998 Statewide Conference on Aging and the 1999 International Year of the Older Person.
- Pending consortia grants between West Virginia State College and other agencies total almost $23 million.
- An economic impact study found that the College had a $54.2 million impact on the Kanawha Valley and created 4,217 jobs.
- The College conducted a National Youth Sports Program for 250 economically disadvantaged youth.
- For the fourth year, the College hosted a Summer Arts camp for children in grades K-12, where classes in drama, music, art, dance, film, and television production were conducted.
- The College's Department of Communications sponsored the "Paradise Film Institute," a non-profit entity that works closely with the West Virginia Film Office and the Governor's Economic Development Office in creating film opportunities for students.

West Virginia State College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	4,896	4,756	4,519	4,486	4,545
Full-Time Equivalent (FTE)	3,417	3,361	3,236	3,214	3,316
First-Time Freshmen	807	784	795	706	729
Full-Time Undergraduate Transfers In	198	169	255	199	215

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**4,896**	**100%**	**4,756**	**100%**	**4,519**	**100%**	**4,486**	**100%**	**4,545**	**100%**
Gender										
Male	2,221	45%	2,154	45%	2,043	45%	1,962	44%	2,027	45%
Female	2,675	55%	2,602	55%	2,476	55%	2,524	56%	2,518	55%
Residence										
WV Resident	4,574	93%	4,466	94%	4,213	93%	4,192	93%	4,241	93%
Non-Resident	322	7%	290	6%	306	7%	294	7%	304	7%
Attendance Status										
Full-Time	2,837	58%	2,817	59%	2,723	60%	2,719	61%	2,778	61%
Part-Time	2,059	42%	1,939	41%	1,796	40%	1,767	39%	1,767	39%
Level										
Undergraduate	4,896	100%	4,756	100%	4,519	100%	4,486	100%	4,545	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	4,189	86%	4,074	86%	3,864	86%	3,870	86%	3,871	85%
Black	645	13%	611	13%	581	13%	552	12%	603	13%
Other (includes international)	62	1%	71	1%	74	2%	64	1%	71	2%
Age (excludes "age unknown")										
Under 25	2,988	61%	2,940	62%	2,757	61%	2,705	60%	2,733	60%
25-29	588	12%	579	12%	609	13%	648	14%	658	14%
30-39	816	17%	760	16%	693	15%	665	15%	629	14%
40+	504	10%	473	10%	459	10%	460	10%	525	12%
Average Age	26		26		26		26		26	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 450 (42.9%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	NA	Post-Master's	NA
Associate's	19	First Professional	NA
Bachelor's	18	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Kanawha	West Virginia	6 students from 6 nations.	Kanawha	West Virginia	2 students from Austria and an additional 5 students from 5 nations.
Putnam	Pennsylvania		Putnam	Pennsylvania	
Boone	Ohio		Boone	Ohio	
Lincoln	Virginia/Florida		Lincoln	Maryland	
Jackson	Maryland		Jackson	Virginia	

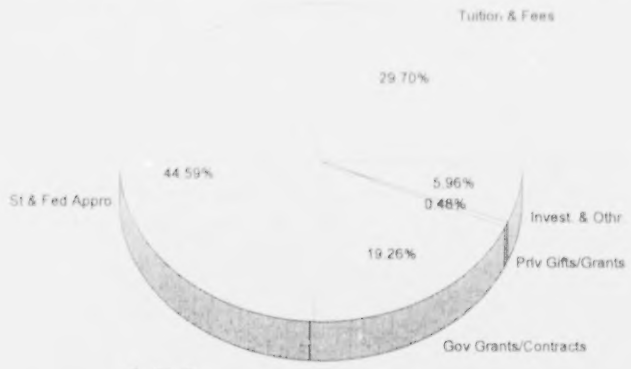
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	163	135	179	147	159
Bachelor's	475	428	401	426	397
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$856	$947	$994	$1,025	$1,058
Non-Resident	$2,001	$2,147	$2,308	$2,433	$2,579

Educational and General Revenue, FY 1995-96
Total $25,287,993
(before $1,532,972 in mandatory/non-mandatory transfers)



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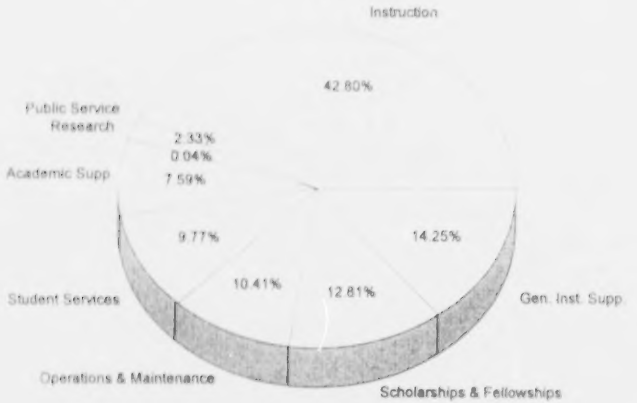
Educational and General Expenditures, FY 1995-96
Total $22,934,055



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Southern West Virginia Community and Technical College

Strategic Goals

- Increase faculty salaries 60% of the difference between current average salary at Southern and 95% level of SREB average salary for fiscal year 2001.
- Increase staff salaries 60% of the difference between current classified staff salaries and 100% level for funding of salary schedule.
- Continue to develop partnerships with educational institutions to maximize use of available resources.
- Continue to develop outcome criteria for all academic programs.
- Incorporate technology across the curriculum.
- Assess workforce needs and assist business, industry, and labor by developing and establishing training agreements or contracts.
- Review, evaluate, and update developmental programs and guidelines.
- Provide increased opportunities for professional development activities for college employees.
- Review and revise institutional policies and procedures.

Academic Programs

- The State College System Board of Directors approved three new associate's degree programs and one certificate program in Allied Health. During the 1997-1998 year associate's degree programs in Respiratory Care Therapy, Pharmacy Technology, and Surgical Technology, and a certificate program in Health Care Technology will begin.
- More high school students were exposed to higher education opportunities. College courses were offered in 25 high schools throughout the district.
- Southern continued to receive excellent passage rates on licensure examinations in all of its Allied Health programs.
- Southern provided assistance to unemployed coal miners through a special program designed to help miners obtain postsecondary education through a scholarship program.
- The College developed a plan for options under the University Parallel program.
- Students at Southern received their first international education experience as they traveled to Honduras as medical volunteers to work with on-site medical efforts. A similar trip to Moscow is planned for 1997-1998.
- Southern, in cooperation with other colleges and universities, continued to expand opportunities for students seeking baccalaureate and master's degrees.

Student Services

- Funding for Southern's Title IV Student Support Services Grant Program was received for another four-year funding cycle.
- Southern applied for renewal of the Talent Search Title IV Grant Program that serves 600 elementary, middle, and high school students in Southern's service district.
- The College's financial aid office has operationalized electronic transfer of student aid reports for financial aid students.

Technology

- Southern continued to observe increased usage of the College's electronic interactive classroom system. A new portable interactive classroom system was installed at the Raleigh-Boone Technology Center. Students in Boone, Lincoln, and Wyoming counties had the opportunity to take classes on Saturday at any interactive site and receive up to twelve credit hours.
- The Wyoming Campus was the pilot project for a computer-based interactive program in developmental education and science.
- Since 1995-1996, the number of subscribers to the dial-up Internet service has increased from 500 to 1,300. This service is provided to the public in cooperation with WVNET.
- Beginning with the Fall 1997 semester, E-mail will become the primary means of communication throughout the College.

Student Assessment

- An assessment plan document was completed for the College and submitted to North Central Association of Colleges and Schools.
- Southern has implemented IPSI software to provide a systematic process for course building, lesson building, and sharing course content, lessons, and exams.

Faculty and Staff Development

- Emphasis has been placed on professional development. Through the College's new governance structure, days were set aside each month on the college calendar for related activities.
- Faculty were provided training on the IPSI software system.

Community Service

- Community Forums were held monthly throughout the district with the purpose of seeking input and sharing information.
- Southern positioned itself as an economic development leader through assisting economic development groups such as the Corridor G Regional Development Authority, Southern Partners for Education and Economic Development, local Economic Development Authorities, and support of a regional Transpark.
- Southern developed strong partnerships with District School Superintendents; theater arts groups; public library; Logan-Mingo Area Mental Health, Inc.; the Boone-Logan NAACP; and Williamson Main Street in the Tug Valley Economic Development Institute.

Southern West Virginia Community & Technical College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	3,115	3,148	3,231	3,094	3,055
Full-Time Equivalent (FTE)	2,128	2,164	2,239	2,158	2,072
First-Time Freshmen	913	906	933	839	806
Full-Time Undergraduate Transfers In	29	18	39	60	45

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,115**	**100%**	**3,148**	**100%**	**3,231**	**100%**	**3,094**	**100%**	**3,055**	**100%**
Gender										
Male	966	31%	965	31%	1,001	31%	970	31%	1,020	33%
Female	2,149	69%	2,183	69%	2,230	69%	2,124	69%	2,035	67%
Residence										
WV Resident	2,756	88%	2,791	89%	2,849	88%	2,736	88%	2,710	89%
Non-Resident	359	12%	357	11%	382	12%	358	12%	345	11%
Attendance Status										
Full-Time	1,709	55%	1,761	56%	1,859	58%	1,802	58%	1,735	57%
Part-Time	1,406	45%	1,387	44%	1,372	42%	1,292	42%	1,320	43%
Level										
Undergraduate	3,115	100%	3,148	100%	3,231	100%	3,094	100%	3,055	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,041	98%	3,076	98%	3,165	98%	3,038	98%	3,006	98%
Black	60	2%	57	2%	48	1%	34	1%	34	1%
Other (includes international)	14	0%	15	0%	18	1%	22	1%	15	0%
Age (excludes "age unknown")										
Under 25	1,853	59%	1,914	61%	2,022	63%	1,926	62%	1,900	62%
25-29	318	10%	328	10%	339	10%	325	11%	326	11%
30-39	603	19%	572	18%	557	17%	524	17%	475	16%
40+	341	11%	332	11%	313	10%	319	10%	353	12%
Average Age	26		26		25		26		26	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 217 (33.7%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	3	Post-Master's	NA
Associate's	16	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Logan	West Virginia	None	Logan	West Virginia	None
Mingo	Kentucky		Mingo	Kentucky	
Boone			Boone		
Wyoming			Wyoming		
Lincoln			Lincoln		

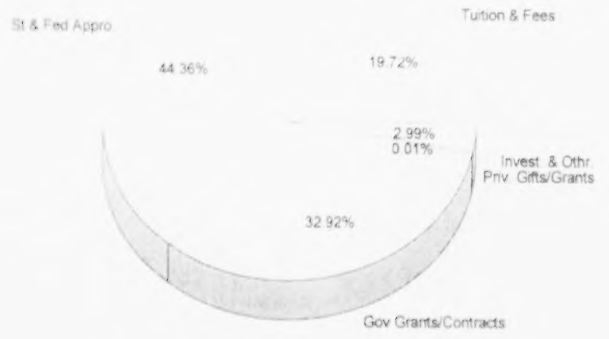
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	342	285	289	308	319
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

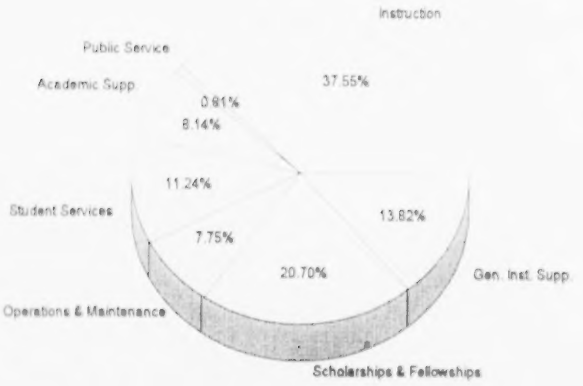
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$500	$515	$515	$515	$565
Non-Resident	$1,425	$1,450	$1,450	$1,520	$1,975

Educational and General Revenue, FY 1995-96
Total $12,499,680
(before $242,847 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $12,387,055



West Virginia Northern Community College

Strategic Goals

- Access to and involvement in higher education will increase throughout the District.
- Student progress and achievement will be relevant and of high quality.
- Programs and services which respond to the community, economic, and business development needs will be functioning throughout the District.
- The College workforce will be more efficient, more productive, and better prepared to deliver the College's mission.
- The financial resources of the College will have diversified and achieved a level of stability to support the expanding delivery of the College's mission.
- The physical environment of the College will be safe, habitable, person-friendly, and conducive to active learning.

Academic Programs

- Northern offers two transfer-oriented (A.A. and A.S.) programs, 16 career-technical A.A.S. programs, and nine certificate programs. Specially approved apprenticeship training agreements, through the Occupational Development Program, provide another opportunity for earning associate's degrees.
- The new Health Information Technology program provides opportunities for individuals already employed in the health information field to obtain an A.A.S., as well as providing another employment alternative for West Virginia Northern graduates.
- A tuition reciprocity agreement first signed in 1985 between Northern and Belmont Technical College and Jefferson Community College continued.
- Northern and West Liberty State reaffirmed their cooperative agreement to strengthen and extend higher educational opportunities for area residents.
- Continuing education, contracted education, and distance education opportunities were available on each campus.
- The Northern Panhandle Tech Prep consortium continued development of business, technologies, and health sciences Tech Prep associate's degree programs (TPAD).

Student Services

- Student support services provided include financial aid, orientation, counseling, transfer, career planning, and student activities.
- The Wider Opportunities for Women program continued to provide guidance and information to women concerning career and life planning.
- Student ambassadors, a program showcasing outstanding students, provides potential students with a positive first contact with the college and helps students develop valuable leadership skills.
- Of the 1996 graduating class, nearly 80% found jobs within six months of graduation and 15% continued their education.
- The Alumni Association helped found an organization of local museums which increased the visibility of the Wheeling Regional Campus' museum collection.
- Nearly 700 students were involved in the tri-campus intramural sports program.
- Northern's chapter of Phi Beta Lambda, the national business fraternity, has distinguished itself with winners in state and national competitions. The College's Student Nurses, Criminal Justice, Information Technology Professionals, and Medical Laboratory Technicians Associations provided tudents opportunities to establish professional networks and compete for national honors.

Technology

- Northern hosted the third physical Diversity University (DU) convention on its Wheeling Regional Campus. DU is an Internet-based "location" for live interaction and teaching. The convention provided a physical location where DUers met in real life and provided new opportunities for finding additional ways of expanding classroom horizons.
- Faculty continued to develop and use multimedia, CD-ROM based software for science classes.
- Students have increasingly used multiple state-of-the-art technological tools, such as the Internet, in the learning process.
- Through its affiliation with the West Virginia Network for Education Telecomputing (WVNET), Northern was provided access to hundreds of educational and research computing centers.
- Faculty-developed and presented workshops assist other faculty in staying on the cutting edge of new technologies.
- Northern continued its comprehensive institutional evaluation of current policies and procedures related to instructional technology.

Student Assessment

- The College's assessment plan was presented during an NCA focused visit in 1997 and subsequently approved by the team.
- The assessment steering committee continued to address assessment in general education and the major.
- Program reviews were conducted for the following: Appliance Repair, CP; Industrial Maintenance Technology, CP; Computers & Information Processing, AAS; Electronic Technology, AAS; and Refrigeration, Air Conditioning & Heating Technology, AAS.
- Dr. Dan Vogler, the developer of the Instructional Performance Systems, Inc. (IPSI) software suite, demonstrated the software to Northen faculty at a workshop held at the college. IPSI provides assistance for faculty in planning, delivering, and evaluating instruction.
- Faculty and staff attended various workshops and national conferences on assessment.
- Northern continued to be active on the Higher Education Council on Assessment, including attending various workshops.

Faculty and Staff Development

- Nearly 20% of the College's full-time faculty members hold terminal degrees in their specialization areas, and others are currently pursuing advanced degrees.
- Mini-grants from Northern's Foundation and Friends organization supported numerous opportunities for personal and professional growth for personnel.
- The College supported many opportunities to attend state and national conferences for faculty and staff, as well as conducting several in-house training opportunities to acquire or upgrade skills.

Community Service

- Northern provided facilities and equipment for receipt of upper-level and graduate courses from state institutions via SATNET, providing graduate engineering programs by satellite in a rural area and providing space and assistance to West Liberty State College for delivery of upper division business courses in New Martinsville, Weirton, and Wheeling.
- The College continued its commitment of resources and personnel to a variety of programs and services to individuals and groups to advance economic development, including the Small Business Development Center, Area Labor-Management Committee (Delta 6), Job Training Partnership Act Program, and WVU Industrial Extension Center for the Northern Panhandle.
- Northern teamed with local housing authorities to provide on-site workshops and coursework to residents.
- The regional training network continued to unite the efforts of the College, county school systems in the district, some local industries, the Office of Economic Development, and the Center for Entrepreneurial Studies and Development at WVU in providing training programs for existing and prospective employers.
- The William H. Blair Entrepreneurs' Academy and the Small Business Development Center (both housed at Northern) made available additional small business resource collection materials in Northern's learning resource center.
- Through COOP (Community Outreach Opportunity Program), approximately 120 students and employees volunteered nearly 3,500 hours to close to 50 different agencies and activities and contributed more than $2,000. For example, to help make the community more aware of the plight of the homeless, COOP coordinated an activity during National Hunger and Homeless Week.
- A class on "Volunteering and Community Service" was initiated to help students understand the need for volunteers and the benefits of community service.
- High school summer schools were offered on the Weirton and Wheeling campuses in response to a need expressed by the county school systems. Classes were offered for students in grades 9 through 12 which provided opportunities for enrichment as well as remediation.
- Northern's partnership with the Wheeling Symphony to offer a Community Music School continues to serve the needs of the Wheeling area and strengthen the city's ability to attract new businesses and jobs. The school offers after-school instruction on orchestra instruments and in voice and is housed in Northern's B&O Building in Wheeling.
- The Wheeling Regional Campus coordinated various service agencies in a cleanup project for East Wheeling through "Make a Difference Day."

West Virginia Northern Community College

West Virginia Northern Community College

Enrollment Trends, Fall 1992-Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Credit Headcount	2,991	2,895	2,921	2,720	2,554
Full-Time Equivalent (FTE)	1,777	1,724	1,708	1,615	1,540
First-Time Freshmen	604	566	615	416	362
Full-Time Undergraduate Transfers In	113	116	121	103	109

Credit Headcount Enrollment by Selected Categories

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,991**	**100%**	**2,895**	**100%**	**2,921**	**100%**	**2,720**	**100%**	**2,554**	**100%**
Gender										
Male	946	32%	931	32%	910	31%	860	32%	809	32%
Female	2,045	68%	1,964	68%	2,011	69%	1,860	68%	1,745	68%
Residence										
WV Resident	2,412	81%	2,298	79%	2,355	81%	2,237	82%	2,107	82%
Non-Resident	579	19%	597	21%	566	19%	483	18%	447	18%
Attendance Status										
Full-Time	1,121	38%	1,073	37%	1,148	39%	1,095	40%	1,045	41%
Part-Time	1,870	63%	1,822	63%	1,773	61%	1,625	60%	1,509	59%
Level										
Undergraduate	2,991	100%	2,895	100%	2,921	100%	2,720	100%	2,554	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,888	97%	2,793	96%	2,846	97%	2,637	97%	2,472	97%
Black	76	3%	73	3%	55	2%	66	2%	56	2%
Other (includes international)	27	1%	29	1%	20	1%	17	1%	26	1%
Age (excludes "age unknown")										
Under 25	1,337	45%	1,315	45%	1,354	46%	1,262	46%	1,205	47%
25-29	415	14%	381	13%	374	13%	349	13%	336	13%
30-39	745	25%	706	24%	637	22%	586	22%	545	21%
40+	494	17%	492	17%	555	19%	523	19%	467	18%
Average Age	29		29		29		29		29	

Student Retention, Fall 1991 to Spring 1997

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 118 (38.6%)

Number of Degree Programs Offered (as of 3/18/97)

Certificate	9	Post-Master's	NA
Associate's	18	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1995			Fall 1996		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Ohio	West Virginia	4 students from 4 nations.	Ohio	West Virginia	2 students from China and an additional 2 students from 2 nations.
Marshall	Ohio		Marshall	Ohio	
Hancock	Pennsylvania		Hancock	Pennsylvania	
Wetzel			Wetzel		
Brooke			Brooke		

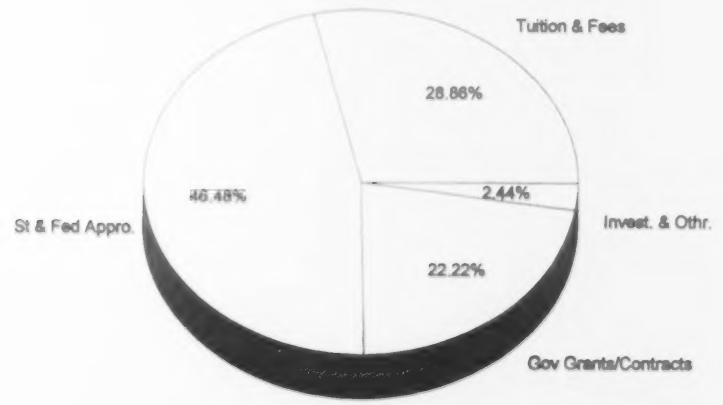
Degrees Awarded

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate's	269	317	272	272	286
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

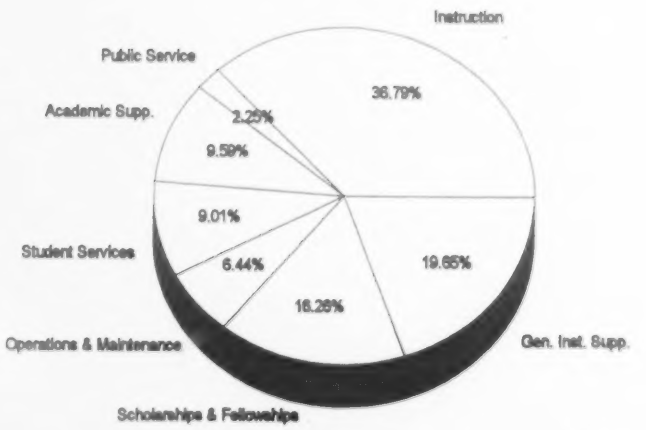
Undergraduate Tuition and Fees (Per Semester)

	1992-93	1993-94	1994-95	1995-96	1996-97
Resident	$567	$651	$713	$719	$719
Non-Resident	$1,563	$1,731	$1,937	$1,943	$1,943

Educational and General Revenue, FY 1995-96
Total $9,863,744
(before $192,247 in mandatory/non-mandatory transfers)



Educational and General Expenditures, FY 1995-96
Total $9,776,037

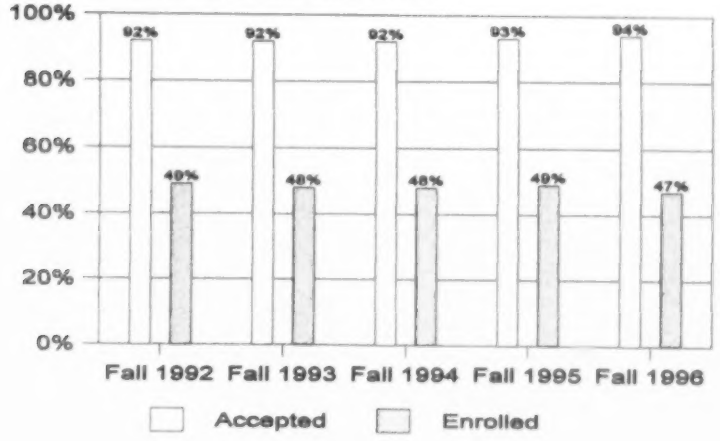


Students should be better prepared in high school to meet college standards jointly agreed upon by higher education and the public schools.

Preparation

Applicants Accepted and Enrolled

Of the students who applied for admission to state colleges and universities as first-time freshmen in the past five years, over 90% have been accepted. Approximately half of those who were accepted have enrolled.

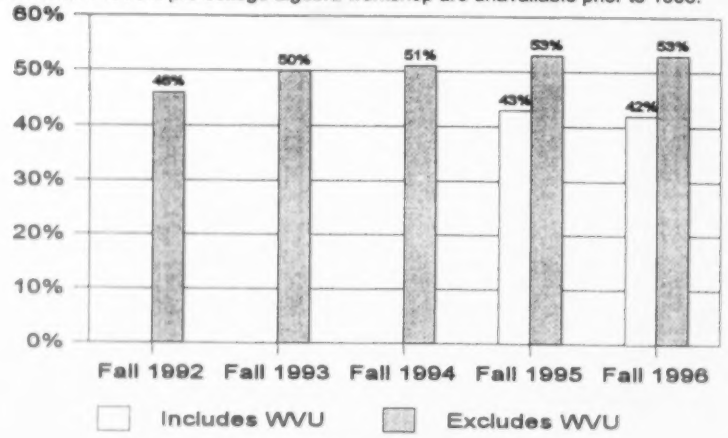


Fall 1996

	First-Time Freshmen Applicants	Number Accepted	Number Enrolled
University System			
West Virginia University	8,676	7,703	3,151
Marshall University	3,884	3,883	2,061
WVU Institute of Technology	1,412	1,409	517
Potomac St. Coll. of WVU	1,244	1,205	410
WVU at Parkersburg	827	827	687
System Total	16,043	15,027	6,826
State College System			
Bluefield State College	1,287	841	533
Concord College	1,482	1,371	610
Fairmont State College	2,148	2,131	1,211
Glenville State College	1,147	1,146	440
Shepherd College	1,432	1,367	666
West Liberty State College	1,068	1,017	468
West Virginia State College	2,317	2,316	726
So. WV Comm. & Tech. College	745	745	745
WV No. Community College	573	573	362
System Total	12,199	11,507	5,761
TOTAL	**28,242**	**26,534**	**12,587**

Enrollment in One or More Developmental Courses*

Approximately half of all first-time, full-time freshmen enroll in one or more developmental courses. The tables below indicate the number of students enrolled in such courses during the fall semester. Others may enroll in the spring. Estimates for enrollment in WVU's pre-college algebra workshop are unavailable prior to 1995.



Fall 1996

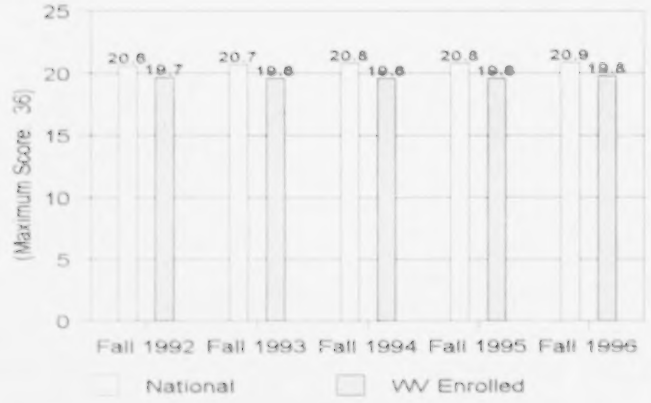
	First-Time, Full-Time Freshmen	Number In Developmental Courses	%
University System			
West Virginia University	3,065	400*	13%
Marshall University	1,904	837	44%
WVU Institute of Technology	481	260	54%
Potomac St. Coll. of WVU	401	194	48%
WVU at Parkersburg	517	360	70%
System Total	6,368	2,051	32%
State College System			
Bluefield State College	428	260	61%
Concord College	579	249	43%
Fairmont State College	1,048	647	62%
Glenville State College	452	209	46%
Shepherd College	617	303	49%
West Liberty State College	464	106	23%
West Virginia State College	571	419	73%
So. WV Comm. & Tech. College	585	341	58%
WV No. Community College	261	186	71%
System Total	5,005	2,720	54%
TOTAL	**11,373**	**4,771**	**42%**

*See Appendix

Preparation

ACT Scores

Fall 1996 figures show a slight increase in ACT scores of first-time, full-time freshman students who enroll in West Virginia's public colleges and universities.

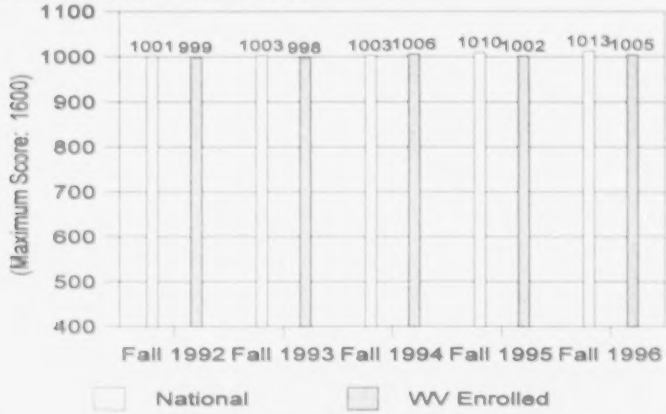


First-Time, Full-Time Freshmen (with scores)
Fall 1996

	Number	Average Score
University System		
West Virginia University	1,052	21.9
Marshall University	1,670	20.4
WVU Institute of Technology	429	19.4
Potomac St. Coll. of WVU	270	18.6
WVU at Parkersburg	429	19.0
System Total	3,850	20.4
State College System		
Bluefield State College	350	18.3
Concord College	453	20.3
Fairmont State College	919	19.0
Glenville State College	379	20.4
Shepherd College	357	20.6
West Liberty State College	388	19.4
West Virginia State College	441	18.1
So. WV Comm. & Tech. College	447	17.6
WV No. Community College	166	17.9
System Total	3,900	19.1
TOTAL	**7,750**	**19.8**

SAT I Scores

SAT I scores for first-time, full-time freshmen enrolled in West Virginia's public higher education institutions increased slightly from Fall 1995 to Fall 1996. The SAT I (new, recentered SAT) became effective several years ago. The table below indicates these new national scores and the best available estimates for those enrolled.



First-Time, Full-Time Freshmen (with scores)
Fall 1996

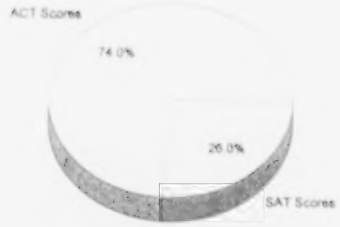
	Number	Average Score
University System		
West Virginia University	1,953	1,031.9
Marshall University	138	822.5
WVU Institute of Technology	33	954.5
Potomac St. Coll. of WVU	NAv	NAv
WVU at Parkersburg	NAv	NAv
System Total	2,124	1,017.1
State College System		
Bluefield State College	*	*
Concord College	101	943.5
Fairmont State College	57	938.6
Glenville State College	NAv	NAv
Shepherd College	216	986.7
West Liberty State College	71	917.7
West Virginia State College	40	850.3
So. WV Comm. & Tech. College	NA	NA
WV No. Community College	NA	NA
System Total	485	950.7
TOTAL	**2,609**	**1,004.8**

*This institution had students with "old" SAT scores reported on a different scale, which reflects non-recentered SAT scores. NAv=Not Available; NA=Not Applicable

Preparation

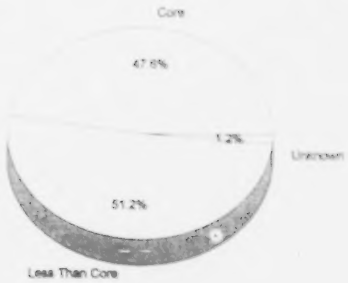
Distribution of ACT and SAT Scores Fall 1996

A significant number of the freshmen entering West Virginia's public colleges and universities for the first time present American College Testing Program (ACT) scores rather than Scholastic Assessment Test (SAT) scores. Almost three-fourths of the first-time, full-time freshmen in Fall 1996 submitted ACT scores for admission.



Percentage of All ACT-Tested West Virginians With Core* Courses in High School Fall 1996

Of all 1995-96 high school graduates in West Virginia who took the ACT, less than half report taking a core curriculum in high school. The West Virginia core is defined as 4 years of English, 3 years of social studies, 2 years of math, and 2 years of a laboratory science.



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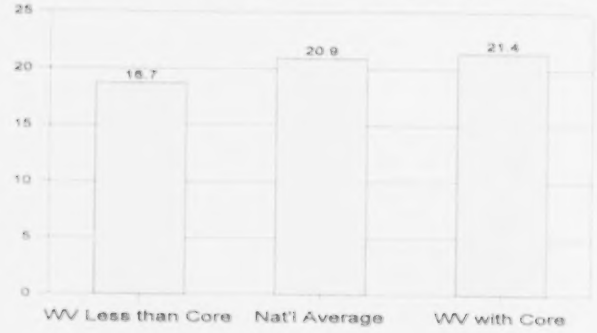
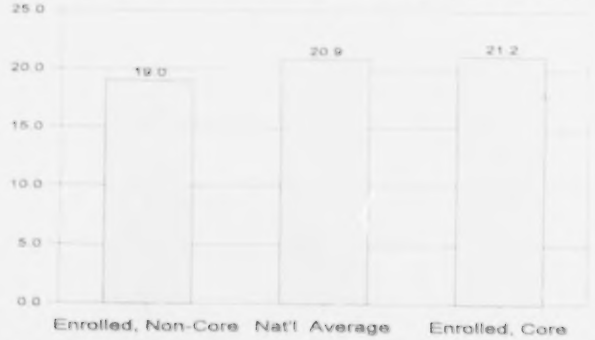
Average ACT Scores of West Virginians Completing Core*/Less than Core Curriculum

Students who complete core courses in high school tend to score higher on average on the ACT exam. The 1995-96 West Virginia high school graduates who completed the West Virginia core scored more than two and one-half points higher on average than their classmates who did not complete the core curriculum. They also scored higher than the national average.



Average ACT Scores of West Virginians Enrolled in Public Higher Education Fall 1996

West Virginia high school graduates who completed the West Virginia core* and enrolled in a public college or university in Fall 1996 scored over two points higher on average on the ACT than those graduates who did not complete a core curriculum. In fact, the average for those enrolled students who completed the core exceeded the overall national average.



*West Virginia core is defined as 4 years of English, 3 years of social studies, 2 years of math, and 2 years of laboratory science.

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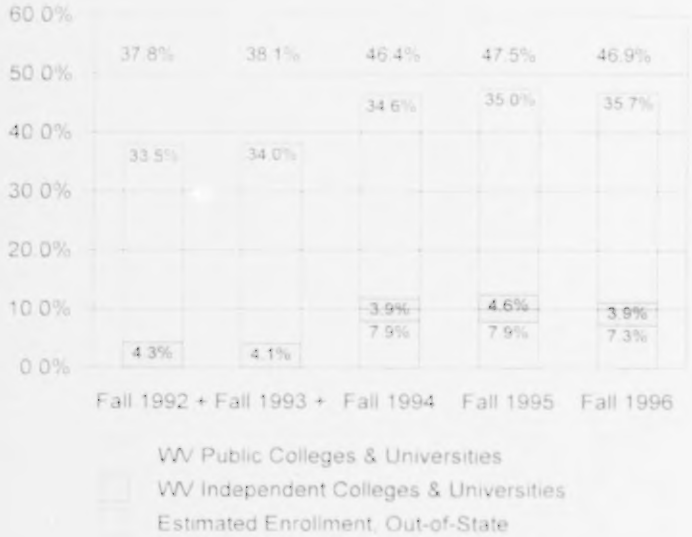
More students should obtain education beyond the high school level that is both high quality and relevant for our individual and collective economic development.

Access

Estimated Total College-Going Rates of West Virginia High School Graduates

The estimated total college-going rate represents the number of West Virginia high school graduates who enroll in a public or independent institution of higher education in West Virginia or in another state within the same year of their graduation. It does not include students who may be enrolled in other types of postsecondary education. The in-state college-going rate (which consists of those attending West Virginia institutions) has risen over the past five years as a result of increased efforts to provide access to higher education for all West Virginians. Estimated enrollment out-of-state has averaged around 7.7% over the last three years.



+The college-going rate shown is only the in-state college-going rate. Estimated out-of-state enrollment was collected for the first time beginning with Fall 1994.

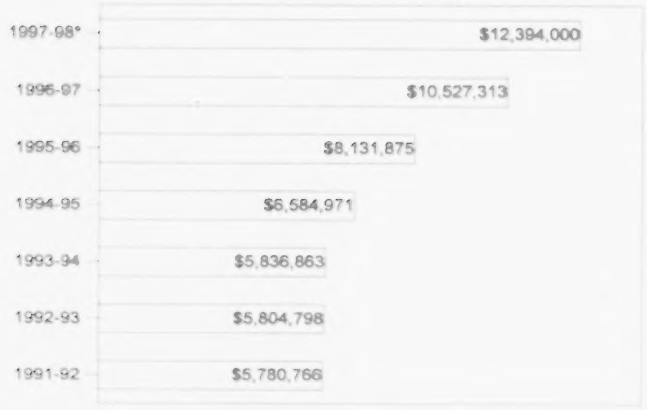
Estimated Total College-Going Rates of West Virginia High School Graduates by County, Fall 1996

The vast majority of West Virginians attending college remain in the state. Only about 7% of recent high school graduates enrolled in out-of-state institutions in Fall 1996. The number of students attending out-of-state institutions may vary widely by county; residents of counties that border on surrounding states may be more likely to attend a college or university outside West Virginia. This map indicates the percentage of recent high school graduates from each county who are enrolled in public and independent higher education institutions in West Virginia as well as those enrolled outside the state.

*Estimated out-of-state enrollment was unavailable.

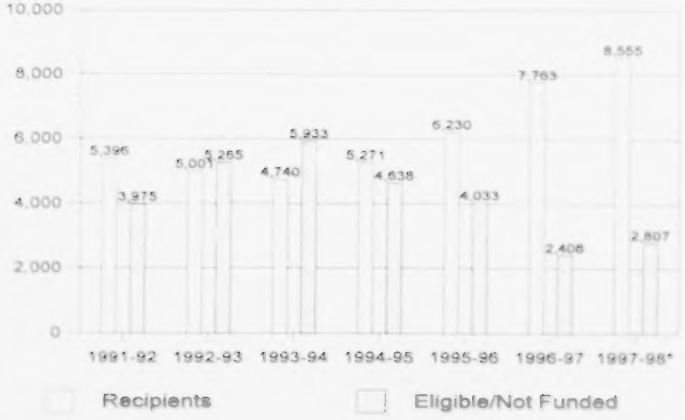
Access

Higher Education Grant Program
Total Dollars Awarded



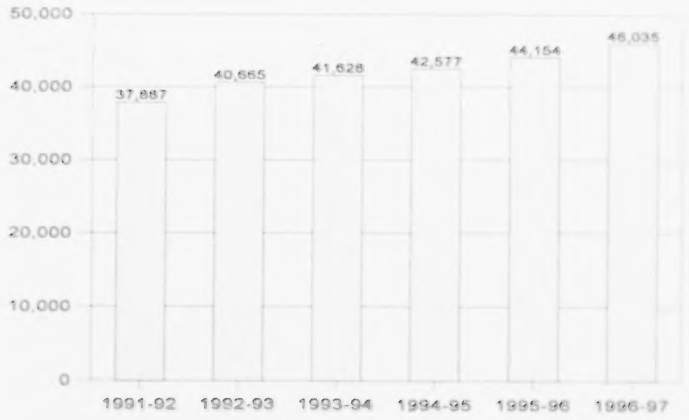
Undergraduate Student Aid
Total Dollars Awarded from All Major Aid Sources

Higher Education Grant Program
Number of Recipients and Number Deemed Eligible but Not Funded



*Estimated

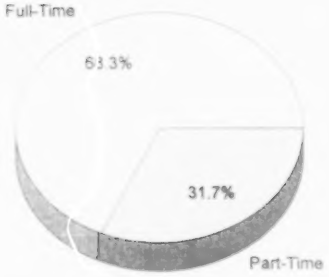
Total Number of Undergraduate Students Served by Some Form of Student Aid



Access

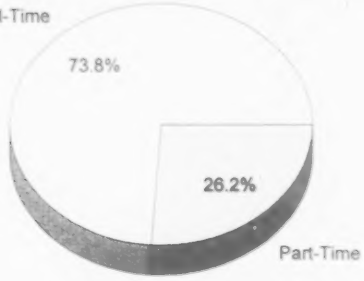
Attendance Status of All Students Fall 1996

In Fall 1996, two-thirds of all students in West Virginia's public colleges and universities were enrolled on a full-time basis.



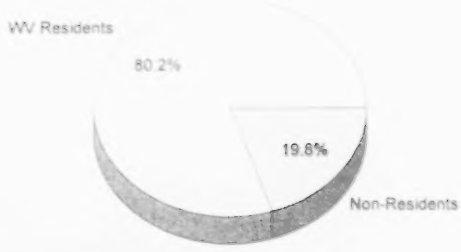
Attendance Status of Undergraduate Students Fall 1996

The percentage of undergraduates enrolled on a full-time basis (73.8%) was slightly higher than the overall percentage since more graduate and first professional students tend to enroll on a part-time basis.



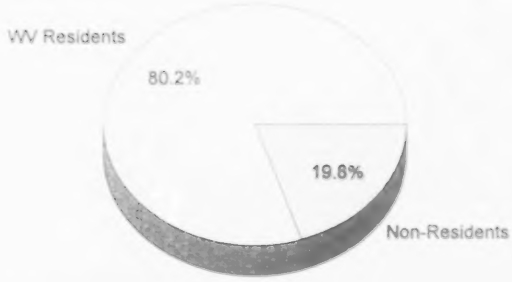
Residency Status of All Students Fall 1996

Eighty percent of all students enrolled in Fall 1996 were residents of West Virginia.



Residency Status of Undergraduate Students Fall 1996

The percentage of undergraduate students who were residents of West Virginia (80.2%) mirrored the overall pattern.



Undergraduate Students Age 25 and Over as a Percentage of Undergraduate Enrollment

Approximately one-quarter of all undergraduate students are age 25 and above. This percentage has remained consistent over the past five years.

Fall 1996

	Undergraduate Enrollment	Undergraduates 25 and Over	%
University System			
West Virginia University	14,897	1,396	9%
Marshall University	10,876	2,959	27%
WVU Institute of Technology	2,458	654	27%
Potomac St. Coll. of WVU	1,108	175	16%
WVU at Parkersburg	3,421	1,421	42%
System Total	32,760	6,605	20%
State College System			
Bluefield State College	2,602	915	35%
Concord College	2,400	541	23%
Fairmont State College	6,555	1,939	30%
Glenville State College	2,179	589	27%
Shepherd College	3,845	1,376	36%
West Liberty State College	2,412	441	18%
West Virginia State College	4,545	1,812	40%
So. WV Comm. & Tech. Coll.	3,055	1,154	38%
WV No. Community College	2,554	1,348	53%
System Total	30,147	10,115	34%
TOTAL	**62,907**	**16,720**	**27%**

Freshman Students Age 25 and Over as a Percentage of Freshman Enrollment

Of all freshman students who are enrolled in West Virginia's public colleges and universities the percentage who are age 25 and over has been relatively constant at about 20%.

Fall 1996

	Total Freshman Enrollment	Freshmen 25 and Over	%
University System			
West Virginia University	4,780	179	4%
Marshall University	3,694	735	20%
WVU Institute of Technology	880	151	17%
Potomac St. Coll. of WVU	578	57	10%
WVU at Parkersburg	2,121	716	34%
System Total	12,053	1,838	15%
State College System			
Bluefield State College	1,028	257	25%
Concord College	1,001	91	9%
Fairmont State College	2,100	460	22%
Glenville State College	849	205	24%
Shepherd College	1,021	155	15%
West Liberty State College	703	27	4%
West Virginia State College	2,092	703	34%
So. WV Comm. & Tech. Coll.	2,008	613	31%
WV No. Community College	362	111	31%
System Total	11,164	2,622	24%
TOTAL	**23,217**	**4,460**	**19%**

Access

Part-Time Undergraduate Students

Of all undergraduate students who are enrolled on a part-time basis, approximately 60% are age 25 or over. This figure has been relatively consistent for the past five years.

Fall 1996

	Part-Time Undergraduate Enrollment	Part-Time Undergrad 25 and Over	%
University System			
West Virginia University	1,020	500	49%
Marshall University	2,566	1,707	67%
WVU Institute of Technology	588	343	58%
Potomac St. Coll. of WVU	350	96	27%
WVU at Parkersburg	1,572	949	60%
System Total	6,096	3,595	59%
State College System			
Bluefield State College	1,005	481	48%
Concord College	482	299	62%
Fairmont State College	2,188	1,148	53%
Glenville State College	426	262	62%
Shepherd College	1,400	958	68%
West Liberty State College	264	196	74%
West Virginia State College	1,767	1,226	69%
So. WV Comm. & Tech. Coll.	1,320	631	48%
WV No. Community College	1,509	941	62%
System Total	10,361	6,142	59%
TOTAL	**16,457**	**9,737**	**59%**

Part-Time Graduate/First Professional Students

Of all graduate and first professional (medicine, law, dentistry, and pharmacy) students who are enrolled on a part-time basis, 60% are age 35 or above. This percentage has been decreasing slightly over the past five years.

Fall 1996

	Part-Time Grad./First Prof. Enrollment	Part-Time Grad./First Prof. 35 and Over	%
University System			
West Virginia University	3,649	2,167	59%
Marshall University	1,296	715	55%
WVU Institute of Technology	2	0	0%
WV Graduate College	2,324	1,442	62%
WV School of Osteo. Med.	0	NA	NA
System Total	7,271	4,324	59%
TOTAL	**7,271**	**4,324**	**59%**

Undergraduate Enrollment: Gender

Female students have made up an unwaivering 54% of the total undergraduate population over the past five years.

Fall 1996

	Undergraduate Enrollment	Females	%
University System			
West Virginia University	14,897	7,039	47%
Marshall University	10,876	5,655	52%
WVU Institute of Technology	2,458	983	40%
Potomac St. Coll. of WVU	1,108	508	46%
WVU at Parkersburg	3,421	2,123	62%
System Total	32,760	16,308	50%
State College System			
Bluefield State College	2,602	1,484	57%
Concord College	2,400	1,378	57%
Fairmont State College	6,555	3,626	55%
Glenville State College	2,179	1,219	56%
Shepherd College	3,845	2,317	60%
West Liberty State College	2,412	1,324	55%
West Virginia State College	4,545	2,518	55%
So. WV Comm. & Tech. Coll.	3,055	2,035	67%
WV No. Community College	2,554	1,745	68%
System Total	30,147	17,646	59%
TOTAL	**62,907**	**33,954**	**54%**

Graduate/First Professional Enrollment: Gender

Female students have comprised approximately 61% of the total graduate and first professional population.

Fall 1996

	Grad./First Prof. Enrollment	Females	%
University System			
West Virginia University	6,846	3,975	58%
Marshall University	2,288	1,409	62%
WVU Institute of Technology	28	3	11%
WV Graduate College	2,506	1,758	70%
WV School of Osteo. Med.	261	103	39%
System Total	11,929	7,248	61%
TOTAL	**11,929**	**7,248**	**61%**

Access

Undergraduate Enrollment: Ethnicity

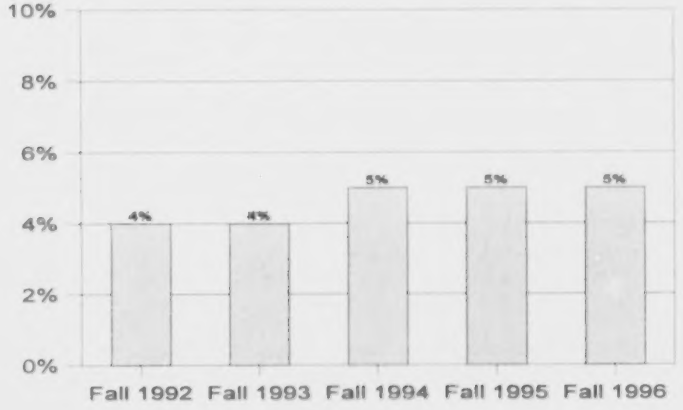
The percentage of undergraduates who are minorities has remained relatively constant at 6% over the past five years. This figure is higher than the overall percentage of minorities in West Virginia (approximately 4%).

Fall 1996

	Undergraduate Enrollment	Minorities*	%
University System			
West Virginia University	14,897	988	7%
Marshall University	10,876	603	6%
WVU Institute of Technology	2,458	149	6%
Potomac St. Coll. of WVU	1,108	74	7%
WVU at Parkersburg	3,421	71	2%
System Total	32,760	1,885	6%
State College System			
Bluefield State College	2,602	168	6%
Concord College	2,400	146	6%
Fairmont State College	6,555	262	4%
Glenville State College	2,179	85	4%
Shepherd College	3,845	224	6%
West Liberty State College	2,412	85	4%
West Virginia State College	4,545	674	15%
So. WV Comm. & Tech. Coll.	3,055	49	2%
WV No. Community College	2,554	78	3%
System Total	30,147	1,771	6%
TOTAL	**62,907**	**3,656**	**6%**

Graduate/First Professional Enrollment: Ethnicity

Minority student enrollment, as a percentage of total graduate and first professional enrollment, has increased slightly since Fall 1992 and is holding constant at 5%.



Fall 1996

	Grad./First Prof. Enrollment	Minorities*	%
University System			
West Virginia University	6,846	386	6%
Marshall University	2,288	90	4%
WVU Institute of Technology	28	0	0%
WV Graduate College	2,506	100	4%
WV School of Osteo. Med.	261	20	8%
System Total	11,929	596	5%
TOTAL	**11,929**	**596**	**5%**

*Minority enrollment does not include non-resident aliens.

Enrollment in One or More Developmental Courses*: Students Age 25 and Over

Students who are 25 years old and above may enroll in developmental courses to further prepare for college-level work. The table below indicates the percentages of first-time, full-time freshmen in this group enrolled in at least one developmental course. This percentage is showing a decline since Fall 1994.

Fall 1996

	First-Time, Full-Time Freshmen 25 and Over	Number in Developmental Courses	%
University System			
West Virginia University	33	NA*	NA
Marshall University	78	40	51%
WVU Institute of Technology	33	25	76%
Potomac St. Coll. of WVU	23	18	78%
WVU at Parkersburg	37	32	86%
System Total	204	115	67%*
State College System			
Bluefield State College	67	33	49%
Concord College	8	1	13%
Fairmont State College	62	38	61%
Glenville State College	42	27	64%
Shepherd College	23	12	52%
West Liberty State College	2	0	0%
West Virginia State College	37	33	89%
So. WV Comm. & Tech. College	89	67	75%
WV No. Community College	50	41	82%
System Total	380	252	66%
TOTAL	**584**	**367**	**67%***

*See Appendix

Graduation/Completion Rates: Students Age 25 and Over

Over the past five years, the graduation/completion rates of students who are 25 years old and above have ranged from 27% to 33% with an average of about 30%. (See page 91 for the definition of graduation/completion rates.)

First-Time, Full-Time Freshmen Age 25 and Over Entering in Fall 1991

	First-Time, Full-Time Freshmen 25 and Over	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	16	0	9	56.3%
Marshall University	70	4	11	21.4%
WVU Institute of Technology	34	4	7	32.4%
Potomac St. Coll. of WVU	10	2	0	20.0%
WVU at Parkersburg	121	14	12	21.5%
System Total	251	24	39	25.1%
State College System				
Bluefield State College	60	4	14	30.0%
Concord College	19	0	2	10.5%
Fairmont State College	58	8	10	31.0%
Glenville State College	81	5	25	37.0%
Shepherd College	9	1	4	55.6%
West Liberty State College	8	0	3	37.5%
West Virginia State College	108	17	24	38.0%
So. WV Comm. & Tech. College	122	16	5	17.2%
WV No. Community College	56	8	3	19.6%
System Total	521	59	90	28.6%
TOTAL	**772**	**83**	**129**	**27.5%**

Percentage of the West Virginia Population Age 25 and Over Enrolled in Public Higher Education, By County, Fall 1995

Lifelong education is required to be successful in a rapidly changing economy. West Virginia public higher education is a resource drawn upon by citizens of all ages, not just the traditional college-going age population. Statewide, 1.9% of all West Virginians age 25 and over attended a State College or University Systems institution in Fall 1995. (This is the most current year for which total West Virginia population data are available.) Attendance on the part of this age group by county ranges from a high of 3.4% to a low of .75%.

Off-Campus Program Delivery

Numerous programs offered at off-campus sites provide West Virginians with the greatest possible access to college degrees. Following is a list of locations at which a variety of degree programs can be completed in their entirety. These programs are indicated for each site together with the sponsoring institution.

Statewide

Via Technology

Special Education-M.A.	WVU
Nursing-M.S.N.	WVU
Nursing-B.S.N. (for Registered Nurses)	WVU
Adult & Technical Education	MU
Nursing-B.S.N.	MU

On-Site

Education Administration-Ed.D. (for Public School CEO's)	WVU

Athens, Mercer County

Community Health Promotion-M.S.	WVU

Beckley, Raleigh County

Communication Studies-M.A.	WVU
Physical Education-M.S.	WVU
Safety-M.S.	MU
Law Enforcement-A.S.	BSC
Nursing-A.S.	BSC
Radiologic Technology-A.S.	BSC
Criminal Justice Administration-B.S.	BSC
Business Administration-B.S.	CC
Business Administration-M.B.A.	WVGC
Education (all majors)-M.A.	WVGC

Charleston, Kanawha County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.A.	WVU
Community Health Promotion-M.S.	WVU
Education Administration-Ed.D. (in cooperation with MU and WVGC)	WVU
Social Work-M.S.W.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Legal Assistant-A.A.S.	MU
Safety Management-M.S.	MU

Clay, Clay County

Communication Studies-M.A.	WVU

Clarksburg, Harrison County /Fairmont, Marion County

Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Counseling-M.A.	WVU
Education Leadership-M.A.	WVU
Accounting-A.S.	FSC
General Business-A.A.S.	FSC
Retail Management-A.A.S.	FSC
General Studies-A.A.	FSC
Physical Therapist Assistant-A.A.S.	FSC
Psychology-M.A.	WVGC
Psychology-Ed.S.	WVGC

Elkins, Randolph County

Counseling-M.A.	WVGC

Huntington, Cabell County

Business Administration-Executive M.B.A. (Hospice)	MU
Nursing-A.S.N. (St. Mary's)	MU
Nursing-B.S.N. (St. Mary's)	MU
Radiologic Tech (St. Mary's)	MU
Engineering-M.S.E.	WVGC
Environmental Science-M.S.	WVGC

Lewisburg, Greenbrier County

General Education-A.S.	BSC
Business-A.S.	BSC
Secretarial Studies-A.S.	BSC
Law Enforcement-A.S.	BSC
Lodging Operations-A.S.	BSC
Corrections-A.S.	BSC
Business & Economics-Executive M.B.A.	WVU

Logan, Logan County

Accounting-B.B.A.	MU
Elementary Education-B.A.	MU
Nursing-B.S.N.	MU

Milton, Cabell County

Business Administration-Executive M.B.A. (Hospice)	MU

New Martinsville, Wetzel County

Business & Economics-Executive M.B.A.	WVU

Parkersburg, Wood County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Education Leadership-M.A.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Business-M.B.A.	WVGC
Psychology-M.A.	WVGC
Psychology-Ed.S.	WVGC
Management (Health Care)-M.S.M.	WVGC
Engineering-M.S.E.	WVGC

Petersburg, Grant County

Office Technology-A.A.S.	SC
General Studies-A.A.	SC
Business-A.A.S.	SC
Criminal Justice-A.A.S.	SC
Paralegal Studies-A.A.S.	SC

Point Pleasant, Mason County

Legal Assistant-A.A.S.	MU
Accounting-B.B.A.	MU
Nursing-B.S.N.	MU

Princeton, Mercer County

Business Administration-M.B.A.	WVGC
Management (Health Care)-M.S.M.	WVGC

Ripley, Jackson County

Associate in Arts-A.A.	WVU-P
Business Administration-A.S.	WVU-P
Office Administration-A.A.S.	WVU-P
Criminal Justice-A.A.S.	WVU-P

Shepherdstown, Jefferson County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Counseling-M.A.	WVU
Education Leadership-M.A.	WVU
Elementary Education-M.S.	WVU
Physical Education-M.S.	WVU
Public Health-M.S.	WVU
Safety & Environmental Mgmt-M.S.	WVU
Secondary Education-Social Studies-M.S.	WVU

Summersville, Nicholas County

Administrative Science-A.A.	GSC
Business Technology-A.S.	GSC
Criminal Justice-A.S.	GSC
General Studies-A.A./A.S.	GSC
Occupational Development-A.S.	GSC

Weston, Lewis County

Administrative Science-A.A.	GSC
Criminal Justice-A.S.	GSC
Environmental Technology-A.S.	GSC
General Studies-A.A./A.S.	GSC
Occupational Development-A.S.	GSC

Wheeling, Ohio County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Safety & Environmental Mgmt.-M.S.	WVU

Williamson, Mingo County

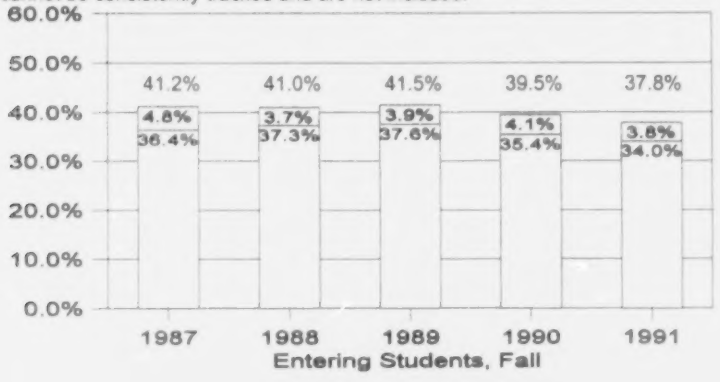
Accounting-B.B.A.	MU
Elementary Education-B.A.	MU
Nursing-B.S.N.	MU

More students should be prepared to practice good citizenship and to compete in a global economy in which the good jobs will require an advanced education and level of skill that far surpasses former requirements.

Student Outcomes

Graduation/Completion Rates

Of the students enrolled as first-time, full-time freshmen, approximately 40% receive a certificate in 2 years, associate's degree in 3 years, or bachelor's degree in 6 years from one of the public institutions in the state. In the table below, students who transfer to another West Virginia public higher education institution and receive a degree are shown as graduates of the institution they originally entered. Those who transfer to independent or out-of-state institutions cannot be consistently tracked and are not included.

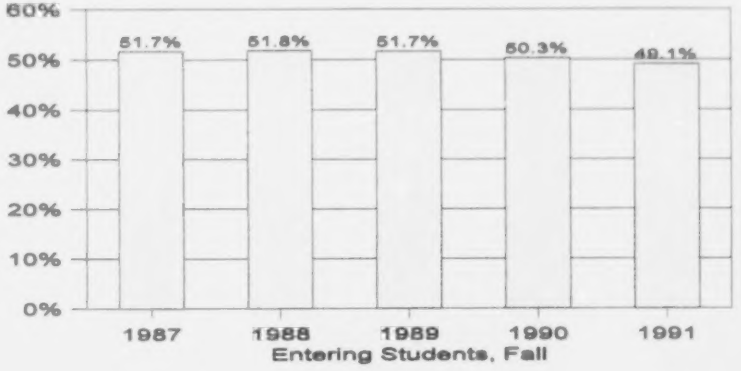


First-Time, Full-Time Freshmen Entering in Fall 1991

	First-Time, Full-Time Freshmen	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	3,307	7	1,831	55.6%
Marshall University	1,794	27	584	34.1%
WVU Institute of Technology	560	36	178	38.2%
Potomac St. Coll. of WVU	426	36	78	26.8%
WVU at Parkersburg	641	61	64	19.5%
System Total	6,728	167	2,735	43.1%
State College System				
Bluefield State College	478	29	80	22.8%
Concord College	525	7	174	34.5%
Fairmont State College	1,040	57	310	35.3%
Glenville State College	626	31	178	33.4%
Shepherd College	368	8	156	44.6%
West Liberty State College	437	8	199	47.4%
West Virginia State College	1,048	47	247	28.1%
So. WV Comm. & Tech. College	643	72	38	17.1%
WV No. Community College	306	45	27	23.5%
System Total	5,471	304	1,409	31.3%
TOTAL	**12,199**	**471**	**4,144**	**37.8%**

Retention Rates

Retention rates differ from graduation/completion rates because retention rates also include students who are still enrolled but have not yet received a degree as well as those who have received certificates or associate's degrees any time within the six year period. During the past five years, this figure has remained fairly constant at approximately 50%.



First-Time, Full-Time Freshmen Entering in Fall 1991

	First-Time, Full-Time Freshmen	Degree Received	Still Enrolled	%
University System				
West Virginia University	3,307	1,852	210	62.4%
Marshall University	1,794	660	220	49.1%
WVU Institute of Technology	560	234	33	47.7%
Potomac St. Coll. of WVU	426	127	19	34.3%
WVU at Parkersburg	641	182	58	37.4%
System Total	6,728	3,055	540	53.4%
State College System				
Bluefield State College	478	134	35	35.4%
Concord College	525	186	38	42.7%
Fairmont State College	1,040	408	91	48.0%
Glenville State College	626	228	46	43.8%
Shepherd College	368	168	31	54.1%
West Liberty State College	437	219	28	56.5%
West Virginia State College	1,048	351	99	42.9%
So. WV Comm. & Tech. College	643	167	50	33.7%
WV No. Community College	306	103	15	38.6%
System Total	5,471	1,964	433	43.8%
TOTAL	**12,199**	**5,019**	**973**	**49.1%**

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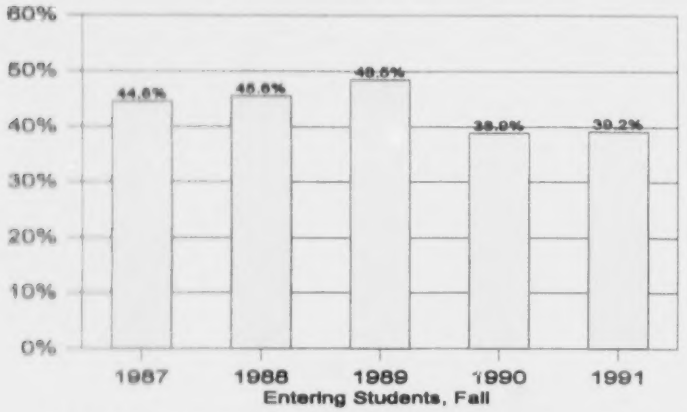
Student Outcomes

Graduation/Completion Rates: Students Receiving Athletically-Related Financial Aid

Graduation rates for students receiving athletically-related aid are generally at least as high as for all first-time, full-time freshmen. These figures include students earning a certificate in 2 years, associate's degree in 3 years, or bachelor's degree in 6 years. Small numbers can result in greater year to year differences.

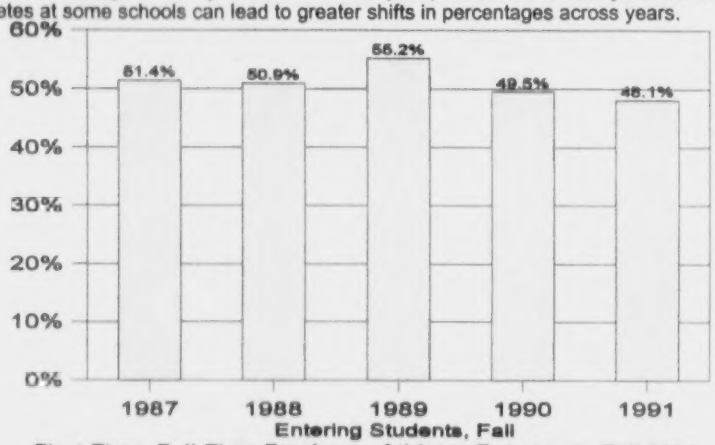


First-Time, Full-Time Freshman Athletes Entering in Fall 1991

	First-Time, Full-Time Freshmen	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	45	0	23	51.1%
Marshall University	55	0	21	38.2%
WVU Institute of Technology	30	2	9	36.7%
Potomac St. Coll. of WVU	19	2	3	26.3%
WVU at Parkersburg	NA	NA	NA	NA
System Total	149	4	56	40.3%
State College System				
Bluefield State College	9	0	1	11.1%
Concord College	9	0	5	55.6%
Fairmont State College	30	0	11	36.7%
Glenville State College	33	0	12	36.4%
Shepherd College	21	0	7	33.3%
West Liberty State College	20	0	9	45.0%
West Virginia State College	22	0	10	45.5%
So. WV Comm. & Tech. College	NA	NA	NA	NA
WV No. Community College	NA	NA	NA	NA
System Total	144	0	55	38.2%
TOTAL	**293**	**4**	**111**	**39.2%**

Retention Rates: Students Receiving Athletically-Related Financial Aid

Retention rates for students receiving athletically-related aid has typically been somewhat lower than for all first-time, full-time freshmen. In addition to the degree recipients who make up the graduation rate, the retention rate includes students who are still enrolled and those who received degrees at any time within the six year period. The relatively small number of athletes at some schools can lead to greater shifts in percentages across years.

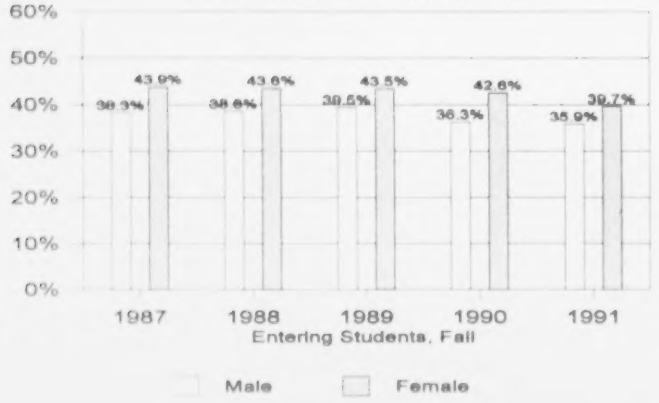


First-Time, Full-Time Freshman Athletes Entering in Fall 1991

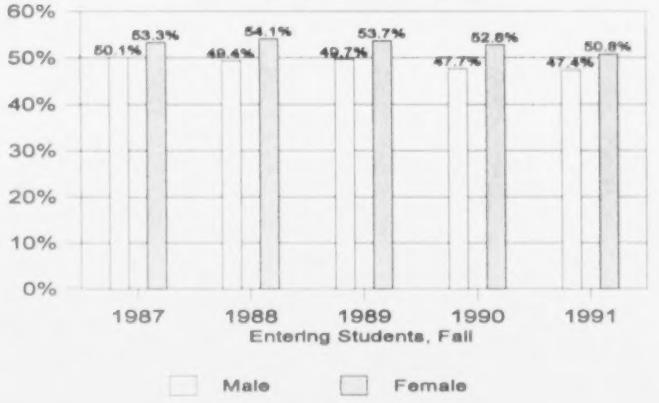
	First-Time, Full-Time Freshmen	Degree Received	Still Enrolled	%
University System				
West Virginia University	45	23	2	55.6%
Marshall University	55	21	5	47.3%
WVU Institute of Technology	30	13	1	46.7%
Potomac St. Coll. of WVU	19	5	0	26.3%
WVU at Parkersburg	NA	NA	NA	NA
System Total	149	62	8	47.0%
State College System				
Bluefield State College	9	1	0	11.1%
Concord College	9	5	0	55.6%
Fairmont State College	30	11	4	50.0%
Glenville State College	33	12	2	42.4%
Shepherd College	21	7	5	57.1%
West Liberty State College	20	9	2	55.0%
West Virginia State College	22	10	3	59.1%
So. WV Comm. & Tech. College	NA	NA	NA	NA
WV No. Community College	NA	NA	NA	NA
System Total	144	55	16	49.3%
TOTAL	**293**	**117**	**24**	**48.1%**

Student Outcomes

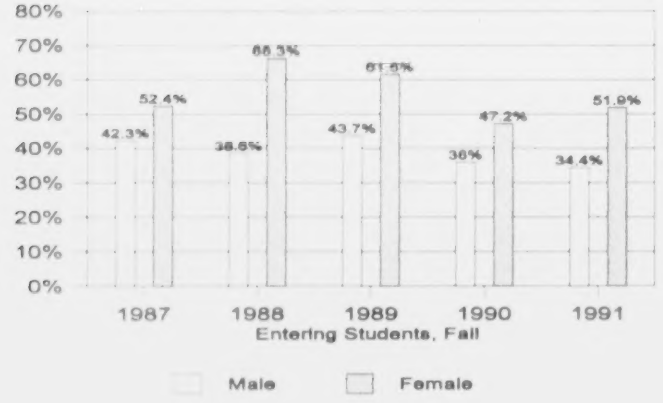
Graduation/Completion Rates By Gender
First-Time, Full-Time Freshmen



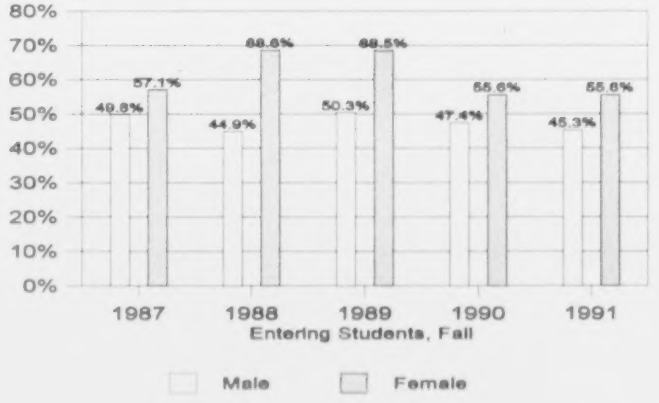
Retention Rates by Gender
First-Time, Full-Time Freshmen



Graduation/Completion Rates By Gender
Students Receiving Athletically-Related Financial Aid*



Retention Rates By Gender
Students Receiving Athletically-Related Financial Aid*



*Much of the fluctuation in female athletes' graduation and retention rates is attributable to the relatively small numbers (between 63 and 86) of female students receiving athletically-related financial aid.

Student Outcomes

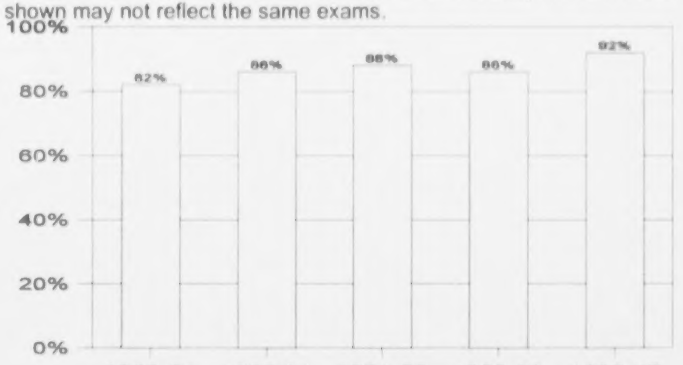
Preparing Students to Compete in a Global Economy

Senate Bill 377 required that West Virginia higher education institutions be responsible for preparing students to compete in a global economy. In order to meet this goal, institutions must provide students with a wide variety of opportunities and experiences designed to develop the skills, knowledge, and level of understanding and cultural appreciation necessary to interact successfully in cultures and environments often very different from their own. As this goal can be met in a variety of ways, it is important for higher education to document and convey the specific activities and opportunities targeted to fulfill this component of the educational experience.

- West Virginia University, Marshall University, Potomac State College of WVU, Bluefield State College, Concord College, Fairmont State College, Shepherd College, West Liberty State College, and West Virginia State College offer programs in which foreign language study is required for graduation.
- West Virginia University, Marshall University, Fairmont State College, Shepherd College, West Virginia State College, and West Virginia Northern Community College have graduation requirements in multicultural studies.
- West Virginia University, Marshall University, WVU at Parkersburg, Potomac State College of WVU, Concord College, Fairmont State College, Shepherd College, West Liberty State College, West Virginia University Institute of Technology, West Virginia State College, and West Virginia Northern Community College have student/faculty exchange programs with colleges and universities in other countries or offer college/university-sponsored coursework abroad.
- Thirteen institutions sponsor multicultural and international events on campus.
- Twelve institutions offer multicultural courses.

Performance on Professional Licensure Examinations Associate's Degree Students

Statewide, the percentage of associate's degree students passing a professional licensure examination in their field of study has averaged around 87% during the past five years. The percentage passing exceeded 90% in 1996-97. Individuals who have taken various licensure exams are not necessarily graduates. They may have completed only the course(s) required for licensure in accordance with the licensing agency. Due to changes in program offerings and availability of exam results, each year shown may not reflect the same exams.

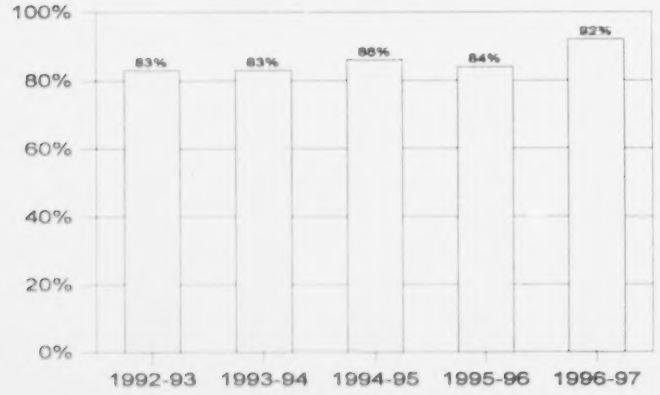


Students Tested from July 1, 1996 to June 30, 1997

	Exam: # Examinees/#Passing
University System	
Marshall University	Radiologic Tech: 21/21, Medical Laboratory Tech: 13/12, Medical Record Tech: 19/18, Emergency Medical Tech-EMT part: 30/22 and Paramedic part: 22/11
WVU Institute of Technology	Nursing: 38/29, Dental Hygiene: 17/15
WVU at Parkersburg	Nursing: 51/43, Welding: 210/208
System Total	421/379
State College System	
Bluefield State College	Radiologic Tech: 24/24, Nursing: 44/42
Fairmont State College	Medical Laboratory Tech: 12/8, Nursing: 50/47, Medical Record Tech: 14/12
Glenville State College	Land Surveying-Part I: 7/7, Part II: 4/4, Part IV: 5/3
Shepherd College	Nursing: 42/42
West Liberty State College	Dental Hygiene: 35/33
West Virginia State College	Nuclear Medical Tech: 8/8
So. WV Comm. & Tech. College	Radiologic Tech: 13/13, Medical Laboratory Tech: 14/14, Nursing: 42/36
WV No. Community College	Medical Laboratory Tech: 3/2, Nursing: 73/68, Respiratory Care Technology: 19/18
System Total	409/381
TOTAL	**830/760**

Student Outcomes

Performance on Professional Licensure Examinations Baccalaureate Degree Students*

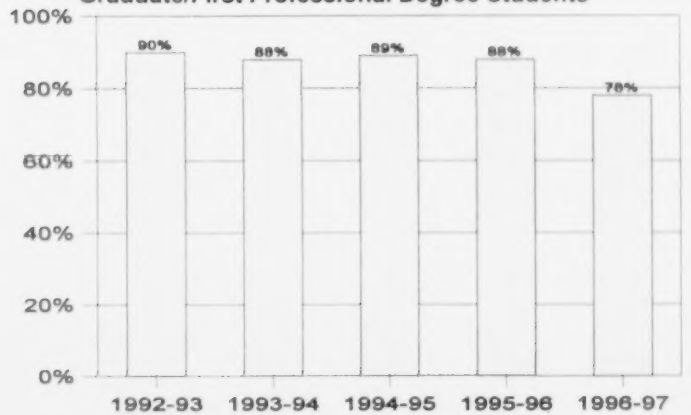


Students Tested from July 1, 1996 to June 30, 1997

	Exam: #Examinees/#Passing
University System	
West Virginia University	Medical Tech: 24/24, Social Work: 35/35**, Praxis II: 331/313, Pharmacy: 69/64, Physical Therapy: 30/30
Marshall University	Medical Tech: 4/4, Nursing: 44/40
WVU at Parkersburg	Praxis II: 14/13@
System Total	551/523
State College System	
Bluefield State College	Praxis II: 14/11
Concord College	Praxis II: 74/68
Fairmont State College	Praxis II: 154/129
Glenville State College	Nursing: 3/2@@, Praxis II: 150/135
Shepherd College	Nursing: 30/28, Social Work (State): 7/7, Teacher Education (CST): 32/32, Praxis II: 57/56
West Liberty State College	Medical Tech: 10/5, Nursing: 17/16, Praxis II: 88/75
West Virginia State College	Teacher Education (CST): 32/30, Praxis II: 13/12
System Total	681/606
TOTAL	**1,232/1,129**

*Individuals who have taken various licensure exams are not necessarily graduates. They may have completed only the course(s) required for licensure.
**Data are for calendar year 1996 and likely underestimate the number of WVU graduates who took the exam.
@Reflects results for May 1997 only.
@@Figures include graduates of GSC/WVU joint program.

Performance on Professional Licensure Examinations Graduate/First Professional Degree Students



Students Tested from July 1, 1996 to June 30, 1997

	Exam: #Examinees/#Passing
University System	
West Virginia University	USMLE Step 3: 73/73*, Law: 197/116, Dentistry: 24/21, National Certified Counselor Exam: 19/17, National Exam in Speech Pathology and Audiology: 23/21
Marshall University	USMLE Step 3: 45/43*, National Exam in Speech, Pathology and Audiology: 28/28, Family Nurse Practitioner: 16/16
West Virginia Graduate College	Praxis II: 109/105, National Certified Counselor Exam: 34/21
WV School of Osteo. Med.	Comlex-Level 3: 64/56
System Total	514/401
TOTAL (excluding USMLE)	**514/401**

*Based on 1994 graduates - the most recent data available. These data are excluded from 1996-97 totals.
Medical Exam Note: Data above reflect USMLE Step 3 and Comlex-Level 3. These exams were determined to more closely fulfill the requirements of the Report Card than previously reported USMLE Part II and NBOME Part II figures. The USMLE Step 3 scores are reflected in the 1994-95 bar of the above graph. As a result of this change, the data will not be comparable to that shown in the *Higher Education Report Card, 1996*.
General Note: Due to changes in exams offered and availability of results, each year shown may not reflect the same exams.

Student Outcomes

Results of Undergraduate Graduating Student Surveys, 1996 and 1997

The strategic plans of both the State College System and the University System require their institutions to survey graduates of undergraduate programs regarding satisfaction with their educational experiences. Twelve standard questions were included in graduating student surveys administered by each undergraduate-level institution in the spring of 1996 and 1997. The results shown below indicate considerable satisfaction on the part of graduates with the preparation they received in critical thinking, general education, and writing. Graduates also were highly satisfied with the quality of teaching they received from their institutions. Graduates were considerably less satisfied with classroom and laboratory facilities, education in developing multicultural and global perspectives, and academic support services.

Question	Percent Agree or Strongly Agree	
	1996	1997
In completing your academic program were you able to develop critical thinking skills?	87.5%	88.0%
In completing your academic program were you able to acquire a basic knowledge in general education (humanities, social sciences and natural sciences)?	87.9%	87.8%
In completing your academic program were you able to develop the ability to write effectively?	83.7%	81.3%
Were you satisfied with the quality of teaching?	79.4%	80.3%
In completing your academic program were you able to develop effective public speaking skills?	72.9%	75.5%
Were you adequately prepared for a career and/or graduate or professional school?	76.9%	73.9%
Were you satisfied with the quality of advising?	62.3%	69.4%
In completing your academic program were you able to develop the ability to use mathematics effectively?	68.1%	67.4%
In completing your academic program were you able to develop computer/technical literacy and competency skills?	63.3%	67.2%
Were you satisfied with classroom/lab facilities?	63.7%	60.6%
In completing your academic program were you able to develop multicultural and global perspectives?	55.7%	58.4%
Were you satisfied with academic support services?	53.9%	55.8%

Resources should be focused on programs and courses which offer the greatest opportunities for students and the greatest opportunity for job creation and retention in the state.

Economic and Workforce Development

Economic and Workforce Development Activities Undertaken by Community and Technical Colleges 1996-97

West Virginia community and technical college education is provided by four two-year institutions and seven four-year institutions with community and technical colleges. Senate Bill 547 requires that these 11 institutions increase their level of economic development activities in their service areas. In complying with this provision, the institutions will place additional emphasis on providing programs to business and industry and will facilitate a unified effort to meet the documented workforce development needs of their service areas.

- Ten institutions have been involved in the certification process to deliver training modules developed through the Governor's Guaranteed Workforce Program and the Center for Entrepreneurial Studies and Development, Inc. Sixty-one instructors throughout the state have been certified to deliver these training modules.
- Ten institutions have been directly involved during the past year with economic development agencies and/or chambers of commerce in attracting new industries to their service districts.
- Eighty-one formal alliances with business and industry have been established by nine institutions which result in joint program delivery. In the previous year, 40 alliances had been established.
- All eleven institutions delivered a total of 425 customized training programs to employers. In the previous year, 213 such programs were delivered.
- All eleven institutions implemented 139 curricular changes to meet direct identified employer needs, an increase from 124 in the previous year.
- Ten institutions implemented 36 new programs to meet direct identified employer needs. In the previous year, 29 new programs were implemented.

Economic and Workforce Development Activities Undertaken by Four-Year Institutions 1996-97

Baccalaureate education in West Virginia is provided by two universities and eight four-year colleges. While community and technical colleges have a specific mission to serve the immediate workforce development needs of their service areas, baccalaureate institutions are likely to serve longer term goals such as general education and preparation of students for graduate and professional education. Differences in economic development activities between the two types of institutions largely reflect differences in their educational missions.

While this is not their primary focus, baccalaureate institutions have encouraged economic development in a variety of ways. All of the institutions are involved with chambers of commerce and economic development agencies in attracting new industries to their districts. In addition,

- Eight institutions implemented 160 curricular changes to meet direct identified employer needs. Forty curricular changes had been implemented in the previous year.
- Five institutions implemented 34 new programs to meet direct identified employer needs. Twenty-seven new programs had been implemented in the previous year.
- Fifty formal alliances with business and industry have been established by nine institutions which result in joint program delivery. In the previous year, 30 such alliances had been established.

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Economic and Workforce Development

The Research and Information Systems Division of the State College and University Systems Central Office has contracted with the West Virginia Bureau of Employment Programs to obtain employment and salary data for graduates who remain in the state to work. These data are a rich source of information on the post-graduation success of our students.

Of students who were residents of West Virginia when they received their degrees in 1994-95, 74.9% remained in the state to work or attend a public higher education institution in 1996, and 70.5% worked or combined work with school attendance.

In 1996, 1994-95 West Virginia resident graduates of associate's degree programs earned an average of $20,828, while average earnings of graduates for bachelor's degree programs were $20,946. It is instructive to compare earnings for graduates who received degrees in the same field. Bachelor's degree recipients in business earned 18% more than associate's degree recipients in the same field. This difference across degrees is 31.6% for health graduates, 6.6% for liberal arts graduates, and 13.6% for math/science graduates. Associate's degree recipients in trade/technical fields actually earned 8.3% more than bachelor's degree recipients in the same field.

Earnings growth rates between 1995 and 1996 are higher for bachelor's degree recipients than associate's degree recipients for all graduating classes for which data are currently available. It is possible that over time, the earnings difference between bachelor's and associate's degree recipients may widen.

1996 West Virginia Employment and Educational Activities of 1994-95 Resident Graduates

	Number	%
Working in WV, but not attending school	4,848	55.03%
Working in WV and attending school	1,359	15.43%
Sub-total: Working in WV	6,207	70.46%
Attending school, but not working in WV	389	4.42%
Sub-total: Working or attending school in WV	6,596	74.88%
Neither working nor attending school in WV	2,213	25.12%
TOTAL	**8,809**	**100.00%**

Average Earnings of Resident Graduates Who Worked Four Quarters per Year in West Virginia 1995 and 1996

Associate's Degree Recipients

Graduation Year	1995	1996	% Growth
1994-95	NA	$20,828	NA
1993-94	$20,280	$22,549	11.2%
1992-93	$22,462	$24,464	8.9%
1991-92	$22,799	$24,129	5.8%

Bachelor's Degree Recipients

Graduation Year	1995	1996	% Growth
1994-95	NA	$20,946	NA
1993-94	$20,589	$23,319	13.3%
1992-93	$22,704	$25,241	11.2%
1991-92	$23,876	$26,540	11.2%

Average Earnings by Major, 1994-95 Resident Graduates Who Worked Four Quarters of 1996 in West Virginia

	Associate's	Bachelor's	% Difference
Business	$16,452	$19,407	18.0%
Education	*	$15,119	*
Engineering	*	$31,693	*
Health	$25,395	$33,423	31.6%
Liberal Arts	$18,400	$19,616	6.6%
Math/Sciences	$17,333	$19,692	13.6%
Services	*	$15,718	*
Trade/Technical	$20,876	$19,148	-8.3%
All Fields	$20,828	$20,946	.6%

*No associate's degrees were received in these major categories by these graduates. Engineering technology graduates have been placed in the trade/technical category.

Resources should be used to their maximum potential and faculty and technology should be combined in a way that makes West Virginia higher education more productive than similar institutions in other states.

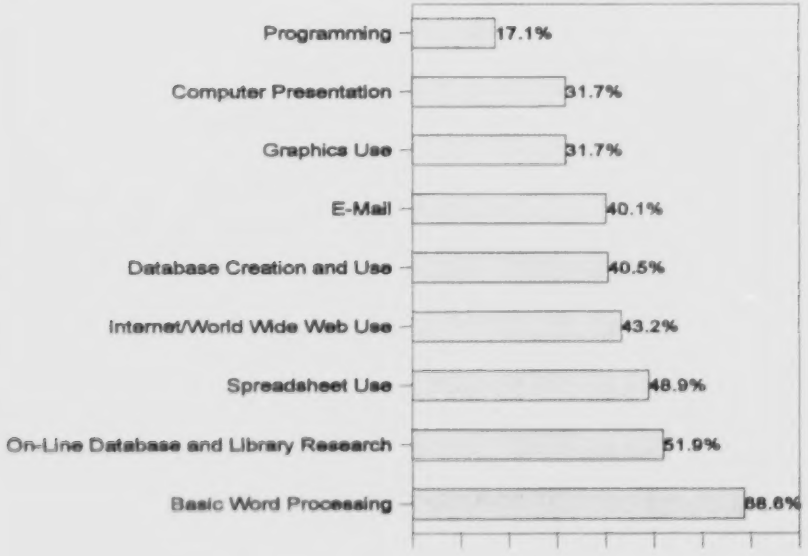
Productivity and Efficiency

Computer Literacy Requirements 1996-97

Skilled use of computers on the part of students enhances both their ability to learn while in school and to function in the world of work and personal life. It is important to monitor the computer literacy requirements placed on students in their programs of study in higher education.

Public higher education institutions in West Virginia were surveyed to determine the percentage of their academic programs which require computer-related skills for graduation. The results serve as a benchmark to determine whether curriculum requirements are adapting to the new technological demands.

Percentage of Programs Requiring Specific Computer Skills



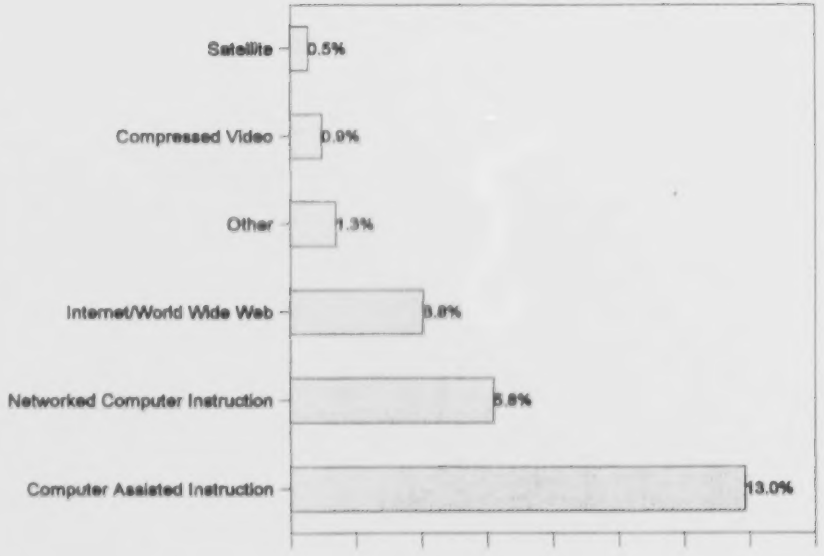
Use of Technology for Instructional Delivery 1996-97

New computer technologies offer opportunities to enhance the delivery of education. Through distance education technologies such as compressed video and satellites, educational offerings can be delivered to those who cannot come to a college campus. Also, these technologies allow schools to share the resources of expert teachers.

The Internet, in particular the World Wide Web, offers students access to people and information from all over the world. The connection of many computers on a campus through networks offers the ability to share information and educational resources in instruction.

Institutions were surveyed to determine the extent of use of new methods of instructional delivery of individual classes. The results indicate some reliance on technology in educational delivery in 1996-97. These results are also a benchmark for the measurement of future progress as the use of technology is expected to increase. Use of the Internet/World Wide Web, networked computer instruction, and computer assisted instruction has increased over that of 1995-96.

Percentage of Classes for which Technological Delivery Methods are Critical or Essential



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Productivity and Efficiency

Technology-Related Faculty Development Activities 1996-97

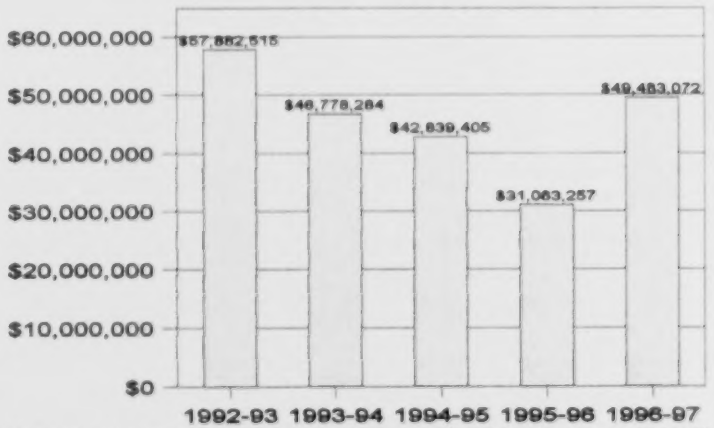
- Marshall University awarded grants to develop Internet courses and courseware in fine arts, offered a graduate course in teaching on the Internet, funded conference travel, and offered training in distance learning and instructional delivery via computers.
- West Virginia University sponsors an Instructional Technology Grant Program, conducted a Computing and Technology Fair, and maintains the Instructional Technology Resource Center and distance learning facilities at the Mylan Distance Learning Center and the National Research Center for Coal and Energy.
- Faculty at WVU Institute of Technology developed distance delivery courses for Eagle Research and received a $12,500 grant to develop a Web-based accounting course. A workshop was offered to faculty statewide in electrical/electronic engineering technology and vocational electronics on the Electronic Workbench.
- Potomac State College offered IPSI training and conducted Internet workshops. Faculty developed an Internet course in English to be delivered in Fall 1997.
- WVU at Parkersburg offered a course on multimedia program production and ten faculty became involved in alternative delivery systems. Stipends for course development are offered, along with workshops on E-mail and creating homepages.
- WV School of Osteopathic Medicine faculty received funding to develop computer assisted instructional materials. Workshops were offered on WWW site development.
- West Virginia Graduate College conducted an orientation for adjunct faculty on technology and distance education, and workshops in office software, Internet, E-mail, and presentations for all faculty.
- Bluefield State College offers a course on developing courses through distance learning. Workshops are offered in PowerPoint, IPSI, Internet, WWW, and E-mail.
- Concord College faculty attended workshops on Internet use, STN Express, Auditing in a Paperless Society, introduction to the Gateway 2000, and a WVNET sponsored seminar on School Technology Planning.
- Fairmont State College conducted workshops on Computer Assisted Undergraduate Science teaching, IPSI, WWW authoring, PowerPoint, WordPerfect, Internet, Daedalus, Microsoft Office, and Computer Assisted Instruction.
- Glenville State College offered workshops in IPSI, GIS applications, Microsoft Office, and the Internet. Faculty developed Internet Shakespeare and Vietnam courses.
- Shepherd College has conducted an Internet workshop for all faculty and staff and training sessions on WWW page designs, PowerPoint, and the Internet.
- West Liberty State College has offered workshops on WWW authoring, use of the Internet in the humanities, and teaching composition with computers. Faculty are developing a computer-based course in statistics and visual presentations and have attended Yamaha Music Technology seminars.
- West Virginia State College has offered a workshop for faculty on distance learning and the Internet. Faculty have attended a meeting of the League for Innovation of Community Colleges and a conference on learning new instructional technologies.
- Southern WV Community and Technical College has conducted workshops in Lotus, E-mail, IPSI, Netscape, WWW authoring, PowerPoint, and the interactive classroom. Faculty are involved in the Appalachian Rural Systematic Collaboration Learning project and have attended a conference on technology in colleges and schools.
- West Virginia Northern Community College has conducted workshops in Windows 95, WordPerfect, E-mail, Netscape, WWW Search Engines, MOO, Vax notes, Distance Education, and IPSI.

Externally Sponsored Academic Research Projects* 1996-97 Academic Year

A total of 827 projects were funded in the 1996-97 academic year, an increase from the 802 funded in 1995-96. These projects involved a total of 923 faculty, 377 graduate students, and 151 undergraduate students.

	Number of Sponsored Projects	$ Value of Grants or Contracts for 1996-97*	Total $ Value Over Entire Length of Grants/Contracts*
University System			
West Virginia University*	689	$38,473,970	$164,264,944
Marshall University	98	9,871,293	34,590,990
WVU Institute of Technology	4	393,506	626,384
Potomac St. Coll. of WVU	0	NA	NA
WVU at Parkersburg	0	NA	NA
WV Graduate College	6	92,160	92,160
WV School of Osteo. Med	4	50,049	76,588
System Total	801	$48,880,978	$199,651,066
State College System			
Bluefield State College	0	NA	NA
Concord College	3	63,125	111,500
Fairmont State College	6	31,952	285,385
Glenville State College	0	NA	NA
Shepherd College	4	112,876	314,322
West Liberty State College	6	144,800	144,800
West Virginia State College	7	249,341	290,882
So. WV Comm. & Tech. College	0	NA	NA
WV No. Community College	0	NA	NA
System Total	26	$602,094	$1,146,889
TOTAL	**827**	**$49,483,072**	**$200,797,955**

Annual Dollar Value of Grants and Contracts*@



@1992-93 includes two major multi-year awards made with full funding (about $14 million) at the outset.

*See Appendix

Productivity and Efficiency

Program Approvals and Program Terminations/Suspensions 1993-1997

Institutions constantly assess the programs they offer to ensure relevance. Since 1993, 76 new programs have received approval while 65 have been terminated or suspended by the State College and University Systems.

	Approved	Terminated /Suspended
University System		
West Virginia University		
Bachelor's	3	4
Graduate/First Prof.	6	9
Marshall University		
Associate's	8	1
Bachelor's	2	0
Graduate/First Prof.*	2	3
WVU Institute of Technology		
Certificate and Associate's	0	4
Bachelor's	1	2
Potomac State College of WVU		
Certificate and Associate's	1	3
WVU at Parkersburg		
Certificate and Associate's	4	4
West Virginia Graduate College		
Graduate/First Prof.*	2	5
WV School of Osteo. Med.	0	0
System Total	29	35
State College System		
Bluefield State College		
Certificate and Associate's	9	2
Bachelor's	1	2
Concord College	0	0
Fairmont State College		
Associate's	6	4
Bachelor's	1	1
Glenville State College		
Associate's	2	2
Bachelor's	1	0
Shepherd College		
Associate's	8	9
Bachelor's	1	0
West Liberty State College		
Bachelor's	0	3
West Virginia State College		
Associate's	4	0
So. WV Comm. & Tech. College		
Associate's	8	3
WV No. Community College		
Certificate and Associate's	6	4
System Total	47	30
TOTAL	**76**	**65**

*Graduate/First Professional program approvals include a master's degree offered jointly by Marshall University and West Virginia Graduate College.

Student-Faculty* Ratios

The state-wide ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) instructional faculty has shown little change during the past five years. This ratio is typically somewhat lower for institutions offering graduate and first professional degrees since class sizes are more limited at that level.

Fall 1996

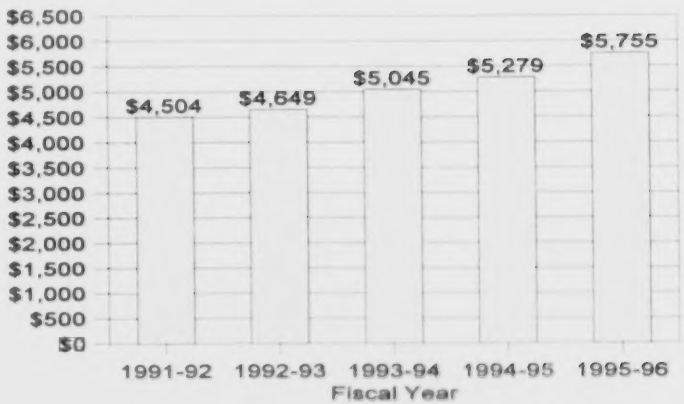
	FTE Students	FTE Faculty	FTE Students/ Faculty Ratio
University System			
West Virginia University	19,242	1,191	16:1
Marshall University	10,265	451	23:1
WVU Institute of Technology	2,147	125	17:1
Potomac St. Coll. of WVU	891	39	23:1
WVU at Parkersburg	2,273	117	19:1
WV Graduate College	888	67	13:1
WV School of Osteo. Med.	261	36	7:1
System Total	35,966	2,025	18:1
State College System			
Bluefield State College	1,952	97	20:1
Concord College	2,076	104	20:1
Fairmont State College	5,140	261	20:1
Glenville State College	1,917	93	21:1
Shepherd College	2,956	155	19:1
West Liberty State College	2,459	125	20:1
West Virginia State College	3,316	166	20:1
So. WV Comm. & Tech. College	2,072	97	21:1
WV No. Community College	1,540	93	17:1
System Total	23,428	1,191	20:1
TOTAL	**59,394**	**3,215**	**19:1**

+See Appendix

Productivity and Efficiency

Instructional Expenditures Per FTE Student

The expenditure figures shown below represent funds from all sources, including student fees, state appropriations, other governmental sources, and private gifts and grants. Instruction-related expenditures are those for Instruction and Student Services with proportional amounts added from Academic Support, Institutional Support, and Operations and Maintenance. Research and Public Service-related expenditures also include proportional amounts from Academic Support, Institutional Support, and Operations and Maintenance. Beginning with FY 1993-94, the figures are based on audited annual financial statements prepared for each institution. Instructional expenditures per full-time equivalent (FTE) student are calculated by dividing instruction-related expenditures by the annualized number of FTE students. The annualized FTE is determined by adding summer, fall, and spring FTE enrollments and dividing by two. (Please note that West Virginia Institute of Technology is included with the State College System in this table since it was still part of that System during FY 1995-96.)



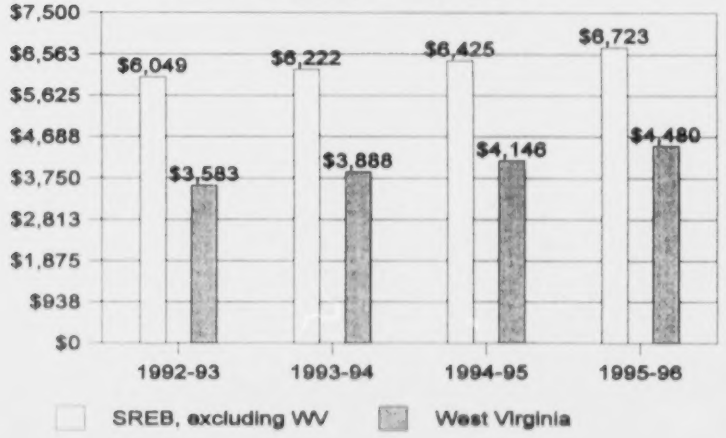
Educational and General Expenditures, FY 1995-96 (excludes medical schools)

	Instruction-Related	Research-Related	Public Service-Related	Total	Instructional Expenditures Per FTE Student
University System					
West Virginia University	$135,332,486	$55,766,631	$39,281,144	$230,380,261	$7,193
Marshall University	49,337,618	4,122,290	8,741,665	62,201,573	5,113
Potomac St. Coll. of WVU	6,426,000	0	0	6,426,000	6,897
WVU at Parkersburg	9,216,794	0	120,206	9,337,000	3,833
WV Graduate College	9,524,556	17,488	243,850	9,785,894	6,648
State College System					
Bluefield State College	$11,049,515	$12,615	$457,460	$11,519,590	$5,757
Concord College	10,926,829	0	508,224	11,435,053	5,149
Fairmont State College	24,314,398	164,615	380,239	24,859,251	4,704
Glenville State College	9,105,829	0	71,471	9,177,300	4,470
Shepherd College	15,342,567	198,296	482,184	16,023,048	5,349
West Liberty State College	12,527,576	0	30,777	12,558,353	5,204
WV Institute of Technology	14,276,586	0	1,625,867	15,902,453	6,369
West Virginia State College	19,133,775	15,340	847,334	19,996,449	5,767
So. WV Comm. & Tech. College	9,663,878	0	159,451	9,823,329	4,485
WV No. Community College	7,802,624	0	384,019	8,186,643	4,617
University System-wide*	$208,857,774	$60,496,140	$48,776,814	$318,130,728	$6,285
State College System-wide*	$134,099,722	$396,473	$4,985,274	$139,481,469	$5,172
State-wide*	**$340,490,741**	**$62,408,090**	**$54,713,366**	**$457,612,197**	**$5,755**

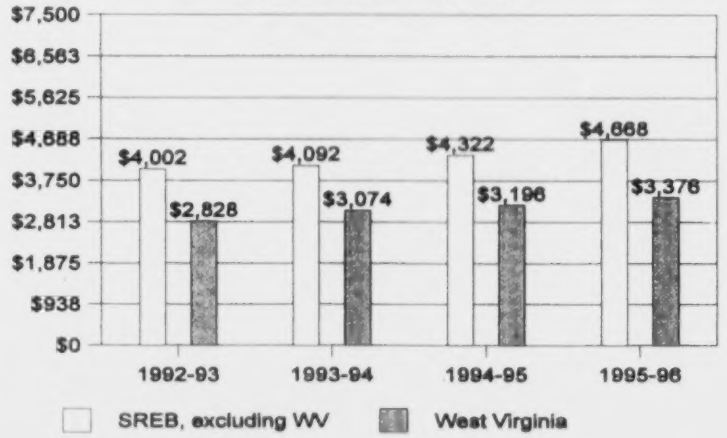
*System and State-wide figures are not totals but are individual percentage calculations. The percentages for each System and the State differ. Thus, the "Total" column is the only column in which the figures sum to the appropriate totals.

Productivity and Efficiency

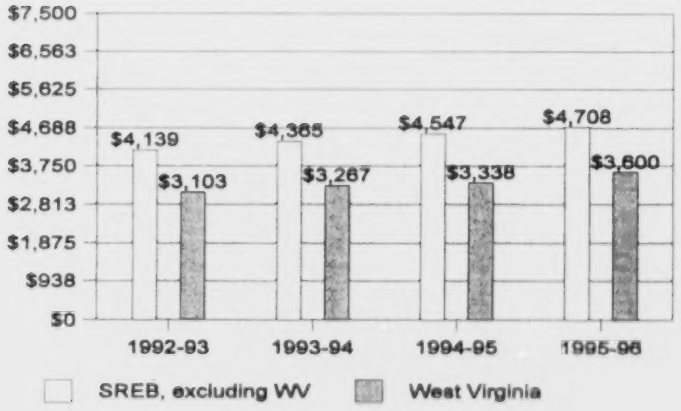
State and Local General Operating Appropriations
Per FTE Student
SREB Four-Year 1 Institutions*



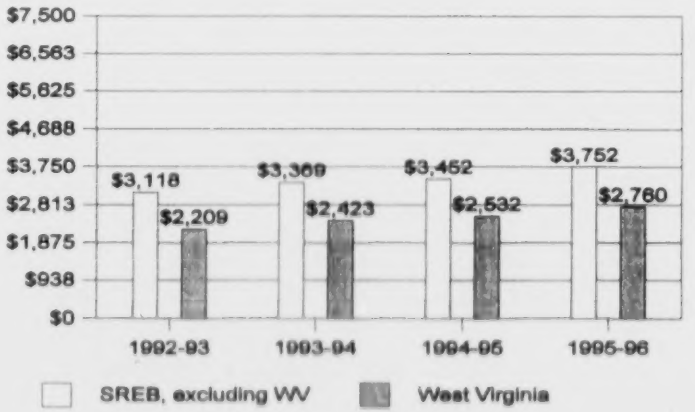
State and Local General Operating Appropriations
Per FTE Student
SREB Four-Year 6 Institutions*



State and Local General Operating Appropriations
Per FTE Student
SREB Four-Year 3 Institutions*



State and Local General Operating Appropriations
Per FTE Student
SREB Two-Year 1 Institutions*



*See Appendix

The compensation of faculty, staff, and administrators should be established at competitive levels to attract and keep quality personnel at state institutions of higher education.

Faculty and Staff

Full-Time Instructional Faculty By Academic Rank
(excludes medical and dental faculty)
Fall 1996

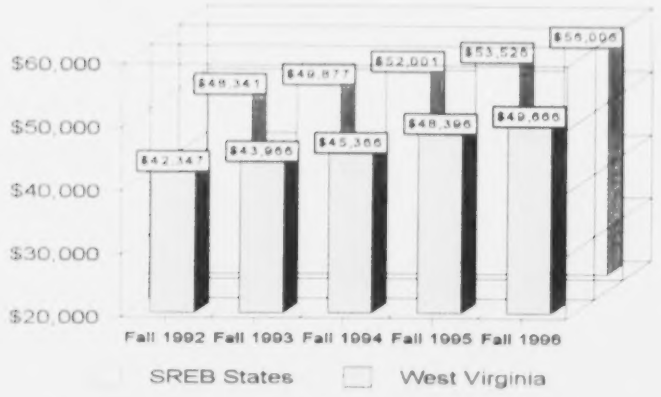
	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer and Other		Total	Average Sal
	#	%	#	%	#	%	#	%	#	%		
University System												
West Virginia University	322	38%	243	29%	237	28%	19	2%	17	2%	838	$49,5
Marshall University	168	41%	129	31%	95	23%	18	4%	0	0%	410	$43,1
WVU Institute of Technology	53	44%	36	30%	23	19%	8	7%	0	0%	120	$40,2
Potomac State College of WVU	15	42%	11	31%	7	19%	3	8%	0	0%	36	$36,0
WVU at Parkersburg	34	45%	19	25%	13	17%	9	12%	0	0%	75	$38,1
WV Graduate College	19	43%	18	41%	3	7%	4	9%	0	0%	44	$49,7
System Total	611	40%	456	30%	378	25%	61	4%	17	1%	1,523	$46,2
State College System												
Bluefield State College	23	29%	26	33%	23	29%	7	9%	0	0%	79	$37,9
Concord College	28	31%	21	24%	34	38%	6	7%	0	0%	89	$36,4
Fairmont State College	64	34%	51	27%	56	30%	17	9%	1	1%	189	$41,1
Glenville State College	12	17%	25	36%	28	40%	5	7%	0	0%	70	$35,3
Shepherd College	34	28%	33	28%	38	32%	8	7%	7	6%	120	$39,4
West Liberty State College	43	34%	62	50%	17	14%	2	2%	1	1%	125	$38,7
West Virginia State College	25	18%	47	34%	48	35%	17	12%	0	0%	137	$34,6
So. WV Comm. & Tech. College	10	17%	13	22%	21	36%	15	25%	0	0%	59	$33,6
WV Northern Community College	27	41%	11	17%	15	23%	6	9%	7	11%	66	$33,2
System Total	266	28%	289	31%	280	30%	83	9%	16	2%	934	$37,4
TOTAL	**877**	**36%**	**745**	**30%**	**658**	**27%**	**144**	**6%**	**33**	**1%**	2,457	**$42,8**

BEST COPY AVAILABLE

Faculty and Staff

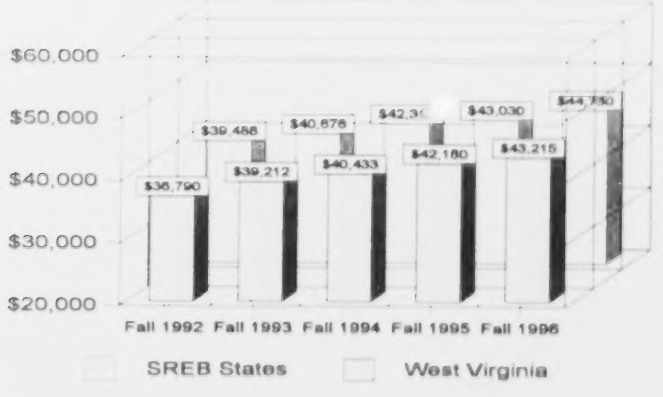
Average Salaries of Full-Time Instructional Faculty SREB Four-Year 1 Institutions*

This graph compares the average faculty salary at West Virginia University with the average for all 15 Southern Regional Education Board (SREB) states.



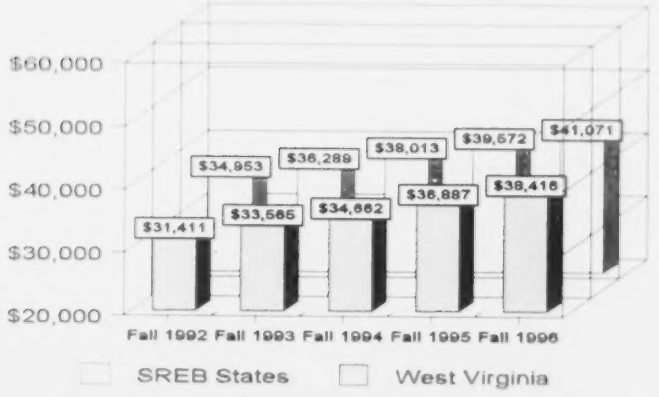
Average Salaries of Full-Time Instructional Faculty SREB Four-Year 3 Institutions*

Marshall University's average faculty salary is compared with the regional average for all 15 SREB states.



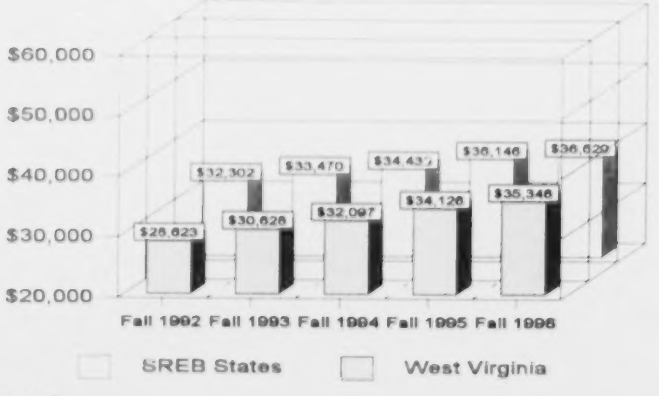
Average Salaries of Full-Time Instructional Faculty SREB Four-Year 6 Institutions*

The average faculty salary for the four-year institutions in the State College System is compared with the SREB regional average.



Average Salaries of Full-Time Instructional Faculty SREB Two-Year 1 Institutions*

This graph compares the average faculty salary for West Virginia's two free-standing community and technical colleges and the two regional campuses of WVU with the regional average within SREB.

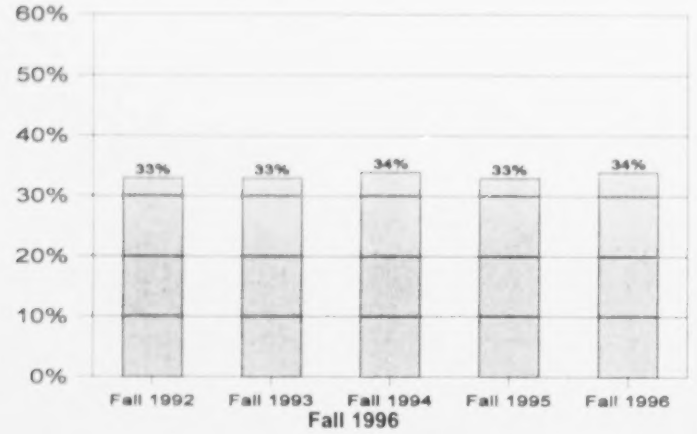


*See Appendix

Faculty and Staff

Full-Time Instructional Faculty: Gender (excludes medical and dental faculty)

Over the past five years, the percentage of full-time instructional faculty who are female has remained relatively stable at about 34%.

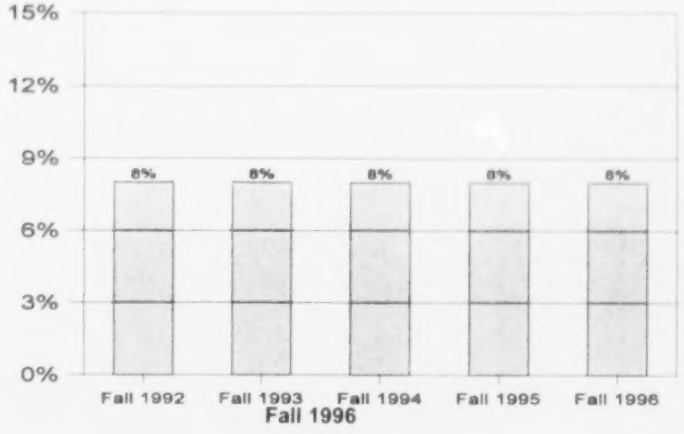


Fall 1996

	Full-Time Instructional Faculty	Females	%
University System			
West Virginia University	838	234	28%
Marshall University	410	159	39%
WVU Institute of Technology	120	32	27%
Potomac St. Coll. of WVU	36	9	25%
WVU at Parkersburg	75	30	40%
WV Graduate College	44	12	27%
System Total	1,523	476	31%
State College System			
Bluefield State College	79	33	42%
Concord College	89	27	30%
Fairmont State College	189	66	35%
Glenville State College	70	24	34%
Shepherd College	120	43	36%
West Liberty State College	125	43	34%
West Virginia State College	137	62	45%
So. WV Comm. & Tech. College	59	29	49%
WV No. Community College	66	38	58%
System Total	934	365	39%
TOTAL	**2,457**	**841**	**34%**

Full-Time Instructional Faculty: Ethnicity (excludes medical and dental faculty)

The percentage of full-time instructional faculty who are minorities has remained constant at 8% over the past five years.



Fall 1996

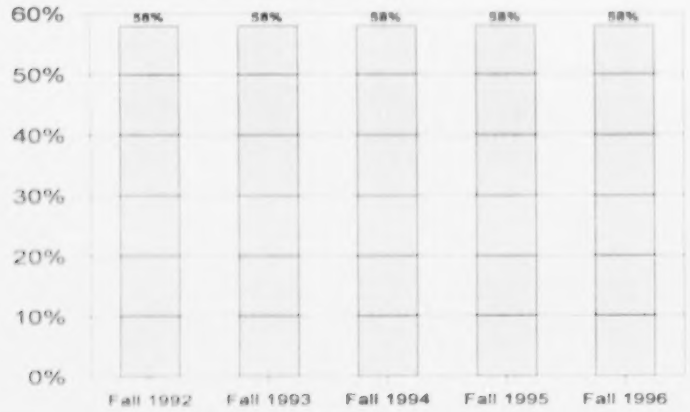
	Full-Time Instructional Faculty	Minorities*	%
University System			
West Virginia University	838	88	11%
Marshall University	410	36	9%
WVU Institute of Technology	120	15	13%
Potomac St. Coll. of WVU	36	2	6%
WVU at Parkersburg	75	6	8%
WV Graduate College	44	1	2%
System Total	1,523	148	10%
State College System			
Bluefield State College	79	7	9%
Concord College	89	2	2%
Fairmont State College	189	11	6%
Glenville State College	70	1	1%
Shepherd College	120	7	6%
West Liberty State College	125	2	2%
West Virginia State College	137	18	13%
So. WV Comm. & Tech. College	59	3	5%
WV No. Community College	66	1	2%
System Total	934	52	6%
TOTAL	**2,457**	**200**	**8%**

*Non-resident aliens are not included in the percentage of minority faculty for this report.

Faculty and Staff

Full-Time Classified Staff*: Gender

The percentage of full-time (1.0 FTE) classified staff who are female has been constant over the past five years at 58%.



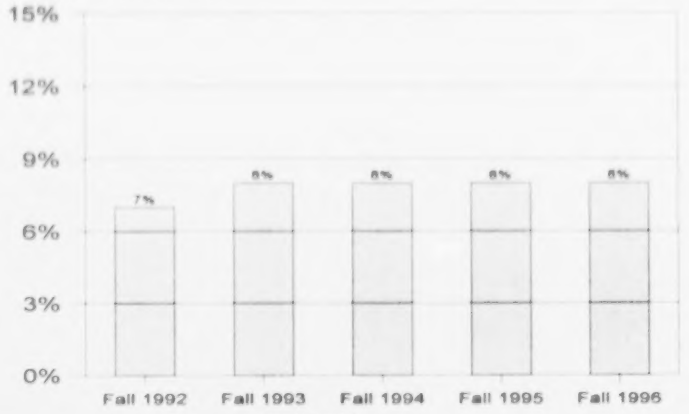
Fall 1996

	Full-Time Classified Staff	Females	%
University System			
West Virginia University	2,813	1,614	57%
Marshall University	657	421	64%
WVU Institute of Technology	143	76	53%
Potomac St. Coll. of WVU	55	25	45%
WVU at Parkersburg	90	53	59%
WV Graduate College	55	41	75%
WV School of Osteo. Med.	94	54	57%
System Total	3,907	2,284	58%
State College System			
Bluefield State College	114	65	57%
Concord College	120	62	52%
Fairmont State College	206	116	56%
Glenville State College	91	51	56%
Shepherd College	148	92	62%
West Liberty State College	122	63	52%
West Virginia State College	230	133	58%
So. WV Comm. & Tech. College	88	58	66%
WV No. Community College	75	49	65%
System Total	1,194	689	58%
TOTAL	**5,101**	**2,973**	**58%**

*Includes only those staff employed for a full 1,950 hours per year (1.0 FTE).

Full-Time Classified Staff*: Ethnicity

Minorities have comprised approximately 8% of full-time (1.0 FTE) classified staff over the past five years.



Fall 1996

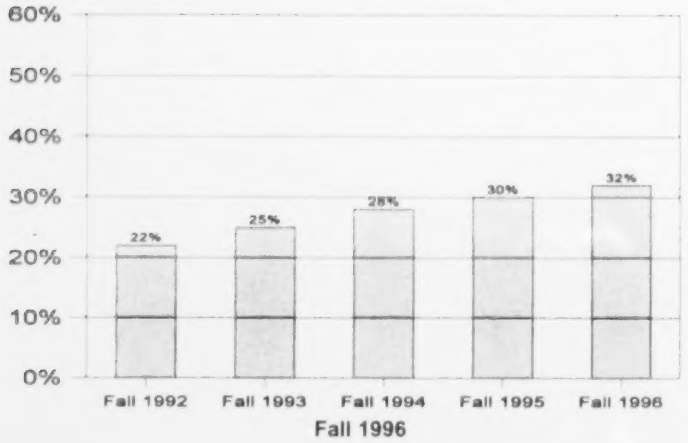
	Full-Time Classified Staff	Minorities**	%
University System			
West Virginia University	2,813	166	6%
Marshall University	657	76	12%
WVU Institute of Technology	143	14	10%
Potomac St. Coll. of WVU	55	5	9%
WVU at Parkersburg	90	0	0%
WV Graduate College	55	3	5%
WV School of Osteo. Med.	94	6	6%
System Total	3,907	270	7%
State College System			
Bluefield State College	114	15	13%
Concord College	120	2	2%
Fairmont State College	206	18	9%
Glenville State College	91	1	1%
Shepherd College	148	26	18%
West Liberty State College	122	0	0%
West Virginia State College	230	87	38%
So. WV Comm. & Tech. College	88	3	3%
WV No. Community College	75	4	5%
System Total	1,194	156	13%
TOTAL	**5,101**	**426**	**8%**

**Non-resident aliens are not included in the percentage of minority staff for this report.

Faculty and Staff

Full-Time Non-Classified Staff*: Gender

The percentage of full-time (1.0 FTE) non-classified staff who are female has risen from 22% in Fall 1992 to 32% in Fall 1996.



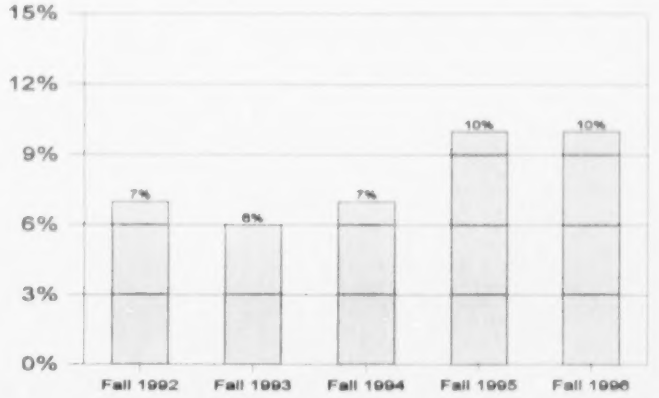
Fall 1996

	Full-Time Non-Classified Staff	Females	%
University System			
West Virginia University	181	65	36%
Marshall University	88	33	38%
WVU Institute of Technology	7	2	29%
Potomac St. Coll. of WVU	6	2	33%
WVU at Parkersburg	7	2	29%
WV Graduate College	11	2	18%
WV School of Osteo. Med.	5	2	40%
System Total	305	108	35%
State College System			
Bluefield State College	9	3	33%
Concord College	12	4	33%
Fairmont State College	9	3	33%
Glenville State College	17	2	12%
Shepherd College	9	1	11%
West Liberty State College	8	0	0%
West Virginia State College	30	6	20%
So. WV Comm. & Tech. College	11	3	27%
WV No. Community College	9	6	67%
System Total	114	28	25%
TOTAL	**419**	**136**	**32%**

*Includes only those staff employed for a full 1,950 hours per year (1.0 FTE).

Full-Time Non-Classified Staff*: Ethnicity

The percentage of full-time (1.0 FTE) non-classified staff who are minorities was approximately 7% in the early 1990's but has increased to 10% in more recent years.



Fall 1996

	Full-Time Non-Classified Staff	Minorities**	%
University System			
West Virginia University	181	17	9%
Marshall University	88	7	8%
WVU Institute of Technology	7	0	0%
Potomac St. Coll. of WVU	6	0	0%
WVU at Parkersburg	7	1	14%
WV Graduate College	11	0	0%
WV School of Osteo. Med.	5	0	0%
System Total	305	25	8%
State College System			
Bluefield State College	9	1	11%
Concord College	12	0	0%
Fairmont State College	9	0	0%
Glenville State College	17	0	0%
Shepherd College	9	0	0%
West Liberty State College	8	0	0%
West Virginia State College	30	15	50%
So. WV Comm. & Tech. College	11	0	0%
WV No. Community College	9	0	0%
System Total	114	16	14%
TOTAL	**419**	**41**	**10%**

**Non-resident aliens are not included in the percentage of minority staff for this report.

Faculty and Staff

Faculty Turnover

	Full-Time Instructional Faculty Fall 1995	Full-Time Instructional Faculty Not Returning to the Institution Fall 1996	
	#	#	%
University System			
West Virginia University	1,400	125	9%
Marshall University	520	31	6%
WVU Institute of Technology	129	19	15%
Potomac St. Coll. of WVU	37	4	11%
WVU at Parkersburg	75	1	1%
WV Graduate College	45	4	9%
WV School of Osteo. Med.	35	1	3%
System Total	2,241	185	8%
State College System			
Bluefield State College	83	8	10%
Concord College	91	3	3%
Fairmont State College	190	10	5%
Glenville State College	71	9	13%
Shepherd College	120	2	2%
West Liberty State College	127	6	5%
West Virginia State College	138	22	16%
So. WV Comm. & Tech. College	57	5	9%
WV No. Community College	65	4	6%
System Total	942	69	7%
TOTAL	**3,183**	**254**	**8%**

Classified Staff Turnover

	Full-Time Classified Staff Fall 1995	Full-Time Classified Staff Not Returning to the Institution Fall 1996	
	#	#	%
University System			
West Virginia University	2,860	255	9%
Marshall University	695	67	10%
WVU Institute of Technology	148	10	7%
Potomac St. Coll. of WVU	58	6	10%
WVU at Parkersburg	90	5	6%
WV Graduate College	61	10	16%
WV School of Osteo. Med.	95	12	13%
System Total	4,007	365	9%
State College System			
Bluefield State College	116	9	8%
Concord College	127	17	13%
Fairmont State College	211	14	7%
Glenville State College	91	4	4%
Shepherd College	143	10	7%
West Liberty State College	119	6	5%
West Virginia State College	228	24	11%
So. WV Comm. & Tech. College	90	5	6%
WV No. Community College	75	3	4%
System Total	1,200	92	8%
TOTAL	**5,207**	**457**	**9%**

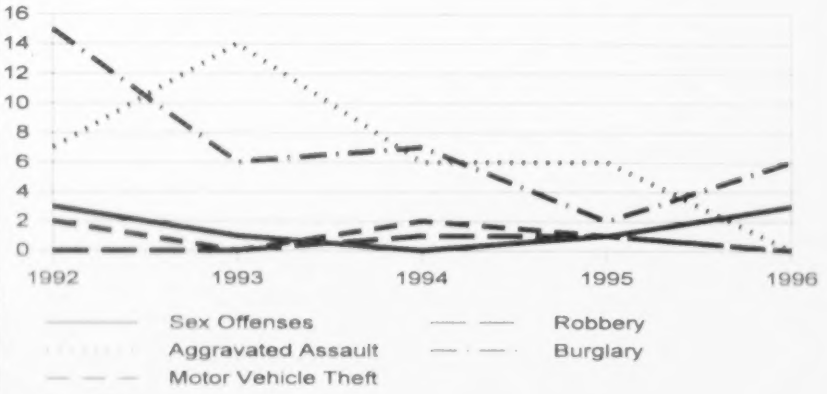
Campus Security

The campuses are experiencing relatively low crime in most categories with the exception of increases in burglaries and arrests for liquor and drugs. However, more comprehensive definitions and guidelines were provided to the institutions during the collection process of crime data for 1996, namely in the areas of burglary, liquor, and drug offenses. This factor may have contributed to year-to-year variances for these categories. Size, type of institution, geographic location, existence and size of resident population, and the presence of either full-fledged campus police departments or security units which utilize other police agencies are important variables to be considered for appropriate interpretation.

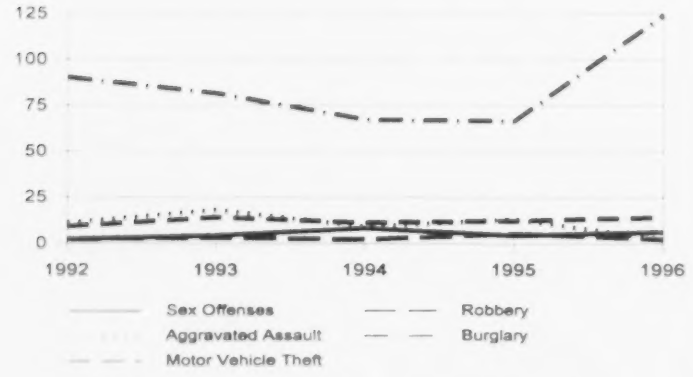
No murders were reported during the past five years, and both the number of and arrests for aggravated assaults have decreased.

Liquor and drug arrests have increased for several reasons. Among them are a better trained and more aggressive campus security force, greater support by new administrators, changes in the law with respect to liquor possession by those under age 21, a changing student population, and an overall increase in the use of these substances.

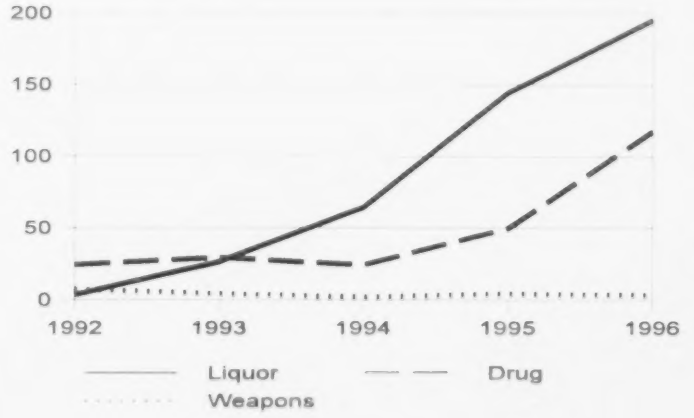
Arrests: Sex Offenses, Robbery, Aggravated Assault, Burglary, and Motor Vehicle Theft



Actual Crimes: Sex Offenses, Robbery, Aggravated Assault, Burglary, and Motor Vehicle Theft



Arrests: Liquor, Drug, and Weapons Violations



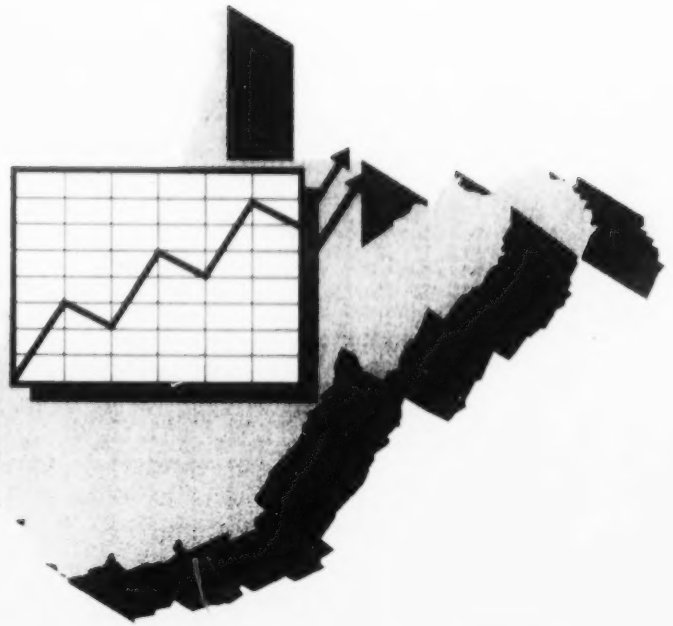
Campus Security

Actual Crimes and Arrests, January 1 - December 31, 1996

	Sex Offenses		Robbery		Aggrav. Assault		Burglary		Motor Vehicle Theft		Liquor	Drug	Weapons
	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Arrests	Arrests	Arrests
University System													
West Virginia University	2	1			1	0	49	1	11	0*	50	62	
Marshall University	3	1*	2	0	1	0	7	0	1	0	78	26	3
WVU Institute of Technology							1	0			2		
Potomac State College of WVU							3	1			33	10	
WVU at Parkersburg													
WV Graduate College													
WV School of Osteo. Med.													
System Total	5	2	2	0	2	0	60	2	12	0	163	98	3
State College System													
Bluefield State College													
Concord College							17	2**					
Fairmont State College							4	0					
Glenville State College											7		
Shepherd College							12	1*	1	0*		1	
West Liberty State College							20	0			25	15	
West Virginia State College	1	1					9	0@	1	0*		3	
So. WV Comm. & Tech. College							2	1					
WV No. Community College													
System Total	1	1	0	0	0	0	64	4	2	0	32	19	0
TOTAL	**6**	**3**	**2**	**0**	**2**	**0**	**124**	**6**	**14**	**0**	**195**	**117**	**3**

* 1 additional case was cleared by means other than arrest
** 3 additional cases were cleared by means other than arrest
@ 2 cases were cleared by means other than arrest

Health Sciences and Rural Health Partnerships



WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

School of Medicine

Mission-Related Goals

- To provide a high quality education and stimulate interest of medical students in the primary care fields, rural health care, prevention, and healthy lifestyles. The School promotes interdisciplinary campus and community-based self-directed learning; rewards and values teaching contributions; and is dedicated to educating health care leaders for tomorrow.
- To provide high quality health care through a fully integrated, cost effective health care delivery system which sets standards of care.
- To lead in the development of programs which maximize the State's investment in education by focusing on healthier communities, with special emphasis on high quality rural health care delivery and support to health providers.
- To focus both basic and clinical research in broad based interdisciplinary areas, and clinical research in health systems, with special emphasis on rural health and other research which benefits the people of the state.
- To govern and manage the School with emphasis on high quality outcomes, effective performance and efficient use of resources, recognizing the importance of its human resources; encouraging internal cooperation; ensuring adequate financial resources; seeking to develop an environment which encourages social justice and diversity; engaging in substantive cost reduction activities; developing technology and management information; and, monitoring and responding to market pressures and changes.

Curriculum

- First year medical students participate in weekly problem-based learning sessions that expose them to patient cases and require them to go out and seek information on their own.
- During the first year, medical students "shadow" family physicians in their practices.
- Between the first and second years of medical school, students participate in summer programs where they learn what it is to be a primary care physician.

Student Recruitment

- The School of Medicine participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Recruiters from the Health Sciences Center visit annually almost all of the colleges within West Virginia and the surrounding area.
- School of Medicine representatives are requested by several high schools throughout the state to speak at Health Career days. West Virginia University Days in various parts of the state are attended by medical school recruiters.
- The school has a complete set of programs designed to increase the skills and interests of minority students and disadvantaged Appalachian students in health sciences.
- A website is provided at www.hsc.wvu.edu/som/ for students with on-line capability.

Primary Care Activities

- In the third year, at least four weeks (one month) are spent in a community-based setting in West Virginia.
- Students have a rural primary care experience of at least eight weeks (two months) in their fourth year.
- Students participate in primary care student interest groups.
- The Visiting Clinician Program supports rural physicians and provides enhanced educational opportunities for medical students and residents interested in primary care.
- WVU operates a 24-hour, toll-free hotline linking faculty physicians with other practitioners (Medical Access and Referral System [MARS]).

- Mountaineer Doctor Television (MDTV) allows rural hospitals and physicians throughout West Virginia instant access to the medical and technological resources of the Health Sciences Center over a two-way communications network.

Recruitment to Underserved Areas

- The Health Sciences Center Office of Rural Health is involved in a variety of projects designed to increase the number of our graduates practicing in health professions shortage areas (e.g., Community Scholarship Program, Rural Graduate Medical Education Demonstration Project, and Rural Primary Care Fellowship Program).
- Two representatives from the West Virginia University School of Medicine currently serve on the State's Physician Recruitment and Retention Committee.

Alumni

- Fifty-three percent of the 1997 graduates began residencies in West Virginia.
- Over the past three years, more than 60% of graduates began primary care residencies, 63% in 1997, 56% in 1996, and 62% in 1995.
- Of all graduates since 1987, 40% are in West Virginia. Of these graduates in West Virginia, 36% are in primary care specialties.
- More than 70% of all alumni are involved with School of Medicine activities (e.g., visiting committee, visiting professors, visiting clinicians, Alumni Association members, and student activities such as the White Coat Ceremonies, student recruitment, and community programs).
- Numerous alumni are nationally and internationally recognized in academic medicine, research, and patient care.
- The School's 1997 Distinguished Alumna, Margaret C. Heagarty, MD '59, professor of pediatrics at Columbia University College of Physicians and Surgeons and director of the pediatric unit at Harlem City Hospital is a leading expert on HIV in children. She has dedicated her life to the poor and those poorly served by medicine, especially in the urban areas. She has appeared on the NBC "Today" show, the McNeil/Lehrer News Hour, and PBS for a documentary hosted by Peter Jennings, "the AIDS Quarterly."
- Larry Pickering, MD '77, selected Distinguished Alumnus in 1995, has been selected by the American Academy of Pediatrics to serve as editor of the Red Book, considered one of the definitive reference works on pediatric infectious diseases and immunizations. Pickering is professor of pediatrics at Eastern Virginia Medical School and director of the Center for Pediatric Research, and chairman of pediatric research at Children's Hospital of The King's Daughters, Norfolk, Virginia.
- Nearly 300 WVU graduates are academic faculty members at medical schools across the nation.
- Four School of Medicine graduates have been inducted into the West Virginia University Distinguished Alumni Academy: Larry Schwab, David Fogarty, Emily Morey-Holton, and Thomas Spelsberg. Since the program began in 1984, the School of Medicine has honored fourteen distinguished alumni, including Doctors Pickering and Heagarty.

Faculty and Student Scholarship

- Many faculty are nationally recognized in their respective discipline areas, serving on editorial boards, peer review panels, and holding national office in professional associations.
- In FY 96, $4,279,082 in scholarships was awarded to students in the M.D. degree program. For FY 97, the awards amounted to $4,824,573.

School of Nursing

Mission-Related Goals

- To provide high quality programs which prepare health care providers and leaders for the future and contribute to setting a national standard in multidisciplinary, rural community-based, self-directed education.
- To increase scholarly inquiry including funded research with special emphasis on rural health delivery and health services research.
- To provide high quality health care through the utilization of Advanced Practice Nurses within the fully integrated health care delivery system. Emphasis is on health promotion/risk reduction, health restoration and health systems, directed toward rural populations and vulnerable groups.
- To maintain an organizational structure which uses creative leadership in the attainment of high quality outcomes and effective use of resources.
- To provide leadership in improving the health status of West Virginians and meeting the needs of health care professionals in West Virginia through faculty activity in health care and professional activities at the School, University, state, national, and international levels.

Curriculum

- Revised undergraduate and graduate curricula incorporate the West Virginia Rural Health Education Program objectives, critical thinking, and caring and prepare students for nursing practice today and in the twenty-first century.
- Selected courses are offered throughout the state via Mountaineer Doctor Television or SATNET, allowing many students to learn and practice nursing in rural sites and often near their home.
- Development of alternative tracks is nearly complete. These will include a master of science in nursing program for registered nurses and non-nurse college graduates.

Student Recruitment

- The School of Nursing participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Participate in recruitment fairs, high school college days, and individually scheduled activities for prospective students, both on and off campus.
- Participate in advising workshop for high school guidance counselors and science teachers.
- Provide attractive, up-to-date presentation program materials to high schools, clubs, and individuals upon request.
- A website is provided at www.hsc.wvu.edu/son/ for students with on-line capability.

Primary Care Activities

- The School of Nursing Faculty Practice plan and the initiation of a clinical track for faculty increased the number of faculty providing primary care services to clients. Nine faculty are currently providing direct primary care services and nine others are providing specialty services (e.g., counseling victims of abuse/domestic violence, hospice services, etc.).
- All undergraduate and graduate students have experiences in rural primary care sites. Undergraduate students spend from one semester to one year in rural sites.
- All graduate students do their precepted clinical experiences in rural primary sites.

Recruitment to Underserved Areas

- Continued support of joint B.S. degree program in nursing with Glenville State College and Potomac State College that recruits students from underserved areas who tend to return there to practice.
- Delivery of graduate courses focusing on rural primary health care via extended learning technologies which allows nurses to upgrade their skills and practice at a higher level in their own rural area.
- Expansion of RN to BSN program to WVUIT promotes upgraded skills and practice in that rural area. Plans to institute the basic program at WVUIT will also enhance recruitment of qualified nurses to that region.

Alumni

- Lois K. Evans, DNSc, RN, FAAN is Director of the Penn Nursing Network, Professor and Viola MacInnes/Independence Chair in Nursing, and Fellow, Institute on Aging at the University of Pennsylvania School of Nursing.
- Joyce M. Yasko, Ph.D., RN, FAAN is Associate Director for Clinical Programs and Network Administration at the University of Pittsburgh Cancer Institute.
- Diana J. Mason, Ph.D., RN, FAAN is Professor and Associate Dean for Graduate Studies at Lienhard School of Nursing of Pace University in Pleasantville, New York. Dr. Mason is the immediate past Director of Nursing Education and Research for Beth Israel Medical Center in New York City.
- Fully 53% (1,705) of the School's 3,219 graduates are currently residing in West Virginia.

Faculty and Student Scholarship

- One hundred ninety-seven undergraduate students received $1,314,345 in scholarships. This does not include Presidential or Leadership tuition waivers.
- Twenty-six graduate students received $174,874 in scholarships.

School of Pharmacy

Mission-Related Goals

- To implement a professional education program which empowers graduates to provide improved pharmaceutical care.
- To strengthen the graduate program to enhance scholarship and improve research funding.
- To enhance service programs which address current and emerging health care issues.
- To enhance management to optimize resources for support of improved teaching, research, and service missions.

Curriculum

- The College provides the opportunity for students in the Basic Science in Pharmacy curriculum to track information and earn the Pharm.D. degree.
- Establish a non-traditional program for pharmacy practitioners in West Virginia to earn the Pharm.D. degree.
- Transition from a bachelor's degree program to an entry level Doctor of Pharmacy (Pharm.D.) program, effective August 1998.
- Integration of problem-based learning methods into current basic science course work and as a foundation for development of the entry level Pharm. D. curriculum.
- Continue to establish and enhance student practice experience in community and hospital pharmacy sites throughout the state.
- Use of Mountaineer Doctor Television, IVIN, and other distance learning modalities for continuing education programs.

Student Recruitment

- The School of Pharmacy participates in community and campus-based partnerships (HSTA and HCOP Programs) which offers academic enrichment and social support toward higher education and health professions.
- Participation in University and Health Sciences Center visitation programs for high school students and families.
- Interviews with students/parents visiting WVU.
- Participation in Freshman Orientation to address parents and advise pre-pharmacy students.
- Participation in WVU Honors Program recruitment and advising activities.
- Participation in the Health Sciences Center college visitation program.
- Participation in Health Sciences Center high school student visitation program, including programs held on and off campus.
- Participation in high school career day programs.
- Pre-pharmacy Orientation program.
- More than 95% of students admitted are West Virginia residents.
- A website is provided at www.hsc.wvu.edu/sop/ for students with on-line capability.

Primary Care Activities

- All students receive a minimum of three months of practical training with rural providers.
- More than 50 rural sites are utilized in the externship program.
- Cabin Creek Health Center pharmacy is managed by a School of Pharmacy practitioner faculty member.
- Preceptors provide pharmaceutical care services at West Virginia Rural Health Education Program practice sites.

Recruitment to Underserved Areas

- Sixty-eight percent of 1997 graduates chose to practice in rural areas.
- Sixty-eight percent of 1997 graduates chose to remain in West Virginia.
- Over the last eight years, an average of 70% to 75% of graduates reported as remaining in West Virginia.

Alumni

- More than 170 alumni serve as externship preceptors.
- Alumni volunteer to serve as guest lecturers.
- Two alumni serve on the 20-member American Pharmaceutical Association Board of Directors.

Faculty and Student Scholarship

- Thirty-seven thousand dollars in scholarships awarded to 59 students for 1997-1998.
- Faculty have received national recognition and awards.
- Charles D. Ponte, Pharm.D., Professor of Clinical Pharmacy and Family Medicine has been appointed by APhA to serve on the Steering Committee of the National Diabetes Education Program.
- Dawn Bell, Pharm.D., Assistant Professor of Clinical Pharmacy has been elected Secretary of the Cardiology Practice Research Network of the American College of Clinical Education.
- Eugene H. Makela, Pharm.D., Associate Professor of Clinical Pharmacy has been appointed by ASHP to serve on the APhA Board of Pharmaceutical Specialties Specialty Council on Psychiatric Pharmacy Practice.
- David A. Riley, Ed.D., Professor Emeritus of the School of Pharmacy received the William Blockstein Award of Merit in Pharmacy Continuing Education at the 98th Annual Meeting of the American Association of Colleges of Pharmacy.

Outreach Activities

- Drug Information Center (Morgantown) provides service to health professionals and law enforcement personnel throughout the state.
- Poison Control Center (Charleston) directed by faculty member. In FY 96 the P.C.C. answered 18,347 exposure calls and 13,391 information calls.
- Project to establish a partnership between pharmacies and county health departments to improve the immunization rate of infants in rural areas.
- The Rational Drug Therapy Program (with the West Virginia Bureau of Medical Services) reviews and improves drug utilization by Medicaid patients.
- New drug database for WV Consult provided by a faculty member.

School of Dentistry

Mission-Related Goals

- To provide the people of West Virginia with an oral health center for education, research, and service activities and to contribute to and improve the dental health of all people, especially the citizens of West Virginia.
- To provide residency and graduate programs to train qualified oral health providers in advanced and specialty practice.
- To provide a research base for the state that generates continually updated knowledge in the provision of care and the prevention of disease.

Curriculum

- Students receive a clinical education that is both strong in skill development and broad in scope.
- Community involvement is a major thrust with both required and extended elective opportunities to experience health care delivery in rural settings.
- Increasing use is being made of technological linkages, such as Mountaineer Doctor Television, between the school and practitioners in remote areas of the state.

Student Recruitment

- The School of Dentistry participates in community and campus-based partnerships (HSTA and HCOP Programs) which offers academic enrichment and social support toward higher education and health professions.
- A standing Subcommittee on Recruitment reviews a survey instrument administered to all admissions candidates each year, and uses the information to measure benchmark attainment and to make appropriate program changes.
- The School is part of the Health Sciences Center Recruitment Team which visits all undergraduate campuses in the state to provide information and encouragement relative to health sciences careers.
- The school is an active participant in several programs that are conducted each year at the Robert C. Byrd Health Sciences Center to increase participation of minority and economically disadvantaged students in preparation for health careers.
- A website is provided at www.hsc.wvu.edu/sod/ for students with on-line capability.

Primary Care Activities

- During the 1996-97 academic year, dental and dental hygiene students at rural sites provided the following primary care activities:

  - 4,206 patient contacts.
  - 10,453 clinical procedures.
  - 344 community outreach activities which impacted 13,371 West Virginia citizens.

Recruitment to Underserved Areas

- The Assistant Dean for Alumni Affairs, Public Relations, and Recruitment maintains a placement service for dentists/communities seeking general practitioners.
- There are currently no dentally underserved areas in the state. The school is providing a steady-state replacement for retiring practitioners.

Alumni

- Approximately 71% of the practicing dentists in West Virginia are alumni of the WVU School of Dentistry.
- The School of Dentistry Visiting Committee consists of 30 dental alumni and ten dental hygiene alumni. They meet twice a year with administration and faculty of the school.
- A mailed alumni survey is done each year to provide key information for the curriculum outcomes assessment process.

Faculty and Student Scholarship

- A Research Convocation is held each year to recognize on-going faculty and student research efforts.
- An Awards Convocation is held each year to recognize student scholastic achievement.
- Students are given curricular credit for community service. Faculty may use such credits toward meeting the requirements for promotion.
- Dr. Richard Crout (Professor and Director of Research – Dept. of Periodontics) is a m mber of the A. D. A. Council of Dental Research. Dr. Crout is also actively engaged in externally funded clinical trial drug studies.
- Dr. Michael Bagby (Associate Professor – Dept. of Operative Dentistry) serves as ad-hoc consultant to the National Institute for Dental Research, President-elect to the Dental Material Group for the American Association of Dental Research, and is a nominee for the 1997-98 West Virginia University Outstanding Teacher Award. Dr. Bagby is also actively engaged in externally funded biomaterial research.

West Virginia University Health Sciences Center

Medical Students

	1992-93	1993-94	1994-95	1995-96	1996-97
STUDENTS					
APPLICANTS					
In-State	203	212	248	278	327
Total	1,351	1,675	1,917	1,792	1,121
ACCEPTANCES ISSUED					
In-State	89	88	108	103	102
Total	107	94	115	109	110
FIRST YEAR NEW ENROLLMENT					
In-State	82	82	85	85	83
Total	88	88	88	88	88
TOTAL MED. STUDENTS	332	341	351	354	349
Underrepresented Minorities *	5	8	10	10	11
Dismissed Poor Academic Standing	1	0	0	4	0
Transfers from U.S./Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	0	0	1	0
Transfers from LCME Schools	5	4	0	0	0
Transfers from Non-LCME Schools	0	0	0	0	0
RESIDENTS	211	248	263	266	272
CLINICAL FELLOWS	15	17	21	24	18
HOUSE STAFF	227	265	284	290	290
(ACGME Residents & Fellows and Non-ACGME Fellows)					
PRE-DOCTORAL DEGREE CANDIDATES (Ph.D.)	56	66	62	83	70
POST-DOCTORAL BASIC SCIENCE	11	6	10	5	23
TOTAL FULL-TIME FACULTY	431	510	486	503	468
Basic Science	76	74	73	74	86
Clinical Science	355	436	413	429	382
FEES					
Tuition & Fees, In-State	$6,734	$7,272	$7,690	$7,980	$8,672
Tuition & Fees, Out-Of-State	$15,326	$17,166	$18,756	$19,714	$21,748
Average Final Year Student Indebtedness	$43,150	$51,070	$51,470	$62,010	$70,260
ENTERING CLASS DATA					
Mean GPA	3.55	3.45	3.55	3.61	3.61
Mean MCAT Scores *					
Biology/Biological Science	9.0	8.8	8.8	9.1	9.1
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	8.5	8.1	8.5	8.9	8.7
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	8.8	8.3	8.6	9.2	9.3
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1992-93	1993-94	1994-95	1995-96	1996-97
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	4	16	16	8	9
Grads. with Internship/Residency Outside WV	4	2	2	5	4
Internal Medicine					
Grads. with Internship/Residency in WV	12	7	7	10	6
Grads. with Internship/Residency Outside WV	7	11	11	8	8
Pediatrics					
Grads. with Internship/Residency in WV	4	4	4	2	7
Grads. with Internship/Residency Outside WV	4	4	4	3	4
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	3	1	1	2	4
Grads. with Internship/Residency Outside WV	2	2	2	3	3
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	2	2	2	1	4
Grads. with Internship/Residency Outside WV	2	0	0	3	6
Medicine/Psychiatry					
Grads. with Internship/Residency in WV	NA	1	1	0	2
Grads. with Internship/Residency Outside WV	NA	0	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	0	0	2	0
Grads. with Internship/Residency Outside WV	4	1	1	1	1
Medical Specialty					
Grads. with Internship/Residency in WV	3	0	0	3	5
Grads. with Internship/Residency Outside WV	1	0	0	2	10
General Surgery					
Grads. with Internship/Residency in WV	1	1	1	0	1
Grads. with Internship/Residency Outside WV	1	2	2	4	1
Surgical Specialty					
Grads. with Internship/Residency in WV	1	4	4	2	1
Grads. with Internship/Residency Outside WV	0	4	7	4	1
Support Specialty					
Grads. with Internship/Residency in WV	5	6	4	0	1
Grads. with Internship/Residency Outside WV	4	4	8	2	2
Transitional	2	5	0	1	0
Leave of Absence	0	0	0	1	0
TOTAL	70	77	77	72	80

West Virginia University Health Sciences Center

Revenues and Expenditures
(Dollars in Thousands)

	1991-92		1992-93		1993-94		1994-95		1995-96	
TOTAL REVENUES	$138,391		$158,392		$177,776		$192,303		$204,830	
GENERAL OPERATIONS	$125,132	100%	$141,398	100%	$159,920	100%	$174,306	100%	$184,127	100%
Tuition	$4,145	3%	$4,888	3%	$7,897	5%	$9,035	5%	$9,025	5%
Practice Plan Revenues	$62,047	50%	$75,814	54%	$86,756	54%	$98,151	56%	$101,287	55%
State Appropriations	$47,611	38%	$49,664	35%	$53,441	33%	$54,868	31%	$61,183	33%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$8,096	6%	$8,959	6%	$10,448	7%	$10,533	6%	$10,494	6%
Other	$3,233	3%	$2,073	2%	$1,378	1%	$1,719	1%	$2,138	1%
GRANTS & CONTRACTS	$13,259	100%	$16,994	100%	$17,856	100%	$17,997	100%	$20,702	100%
Federal	$6,250	47%	$8,345	49%	$10,420	58%	$9,914	55%	$11,222	54%
State & Local	$3,719	28%	$3,654	22%	$4,145	23%	$4,832	27%	$4,711	23%
Non-Government	$3,290	25%	$4,995	29%	$3,291	18%	$3,251	18%	$4,769	23%
TOTAL EXPENDITURES	$134,793		$156,338		$173,717		$191,336		$198,715	
TOTAL TRANSFERS	$2,723		$2,713		$2,484		$2,557		$2,984	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	$875		($659)		$1,575		($1,590)		$3,131	

Educational and General Expenditures
FY 1995-96

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Clinical Medicine*	$18,154,189	$7,489,933	$3,921,787	$1,777,888	$117,379	$3,776,857	$4,318,967	$39,557,000
Biomedical Science+	$1,655,128	$5,759,411	$1,911,478	$266,590	$2,068	$776,518	$1,169,518	$11,540,741
Medicine (Allied Health)	$1,503,889	$241,584	$147,951	$85,432	$7,408	$152,175	$241,094	$2,379,533
Dentistry	$6,839,165	$584,450	$788,682	$1,205,194	$186,165	$818,443	$1,193,317	$11,615,416
Pharmacy	$3,498,232	$999,286	$1,226,245	$932,438	$71,256	$639,224	$923,276	$8,289,957
Nursing	$3,513,508	$152,271	$542,242	$596,007	$65,930	$523,800	$680,922	$6,074,680
Cancer Center	$481,768	$2,134,187	$1,133,142	$512,283	$0	$313,601	$516,935	$5,091,916
Center for Developmentally Disabled	$84,188	$123,433	$3,140,010	$64,272	$0	$0	$0	$3,411,903
Comm. Hospital Residency Program	$0	$0	$897,000	$0	$0	$0	$0	$897,000

*Includes all first professional medical students (M.D.) as well as residents/interns and fellows.
+Includes Master's and Ph.D. level students.

Mission-Related Goals

- Provide a high quality, cost effective medical education to citizens of West Virginia through the basic and clinical sciences and exposure to appropriate health care environments.
- Emphasize primary care and educate students to facilitate practice in West Virginia.
- Nurture the skills and attitudes that promote self-education and life-long learning.
- Respond to special health care needs of the people of West Virginia through education, research, and service programs.

Curriculum

- Awarded a nationally competitive grant (Interdisciplinary Generalist Curriculum) to promote curricular change that fosters interest in and commitment to generalist careers.
- Instituted extensive clinical correlations in basic science courses.
- Consistent with the special mission of the school, provide positive role models for professional practice.
- Increased student participation in the comprehensive basic science review course at end of Year II.
- Revised the Year III Transition to Primary Care Course to increase hands-on clinical skills.
- Increased integration and application of computer technology throughout the medical curriculum. New courseware in Anatomy and Pathology has been purchased and course-related World Wide Web pages have been developed.
- Continued commitment to four-month rural clinical requirement for all MUSOM medical students.
- Implemented Year III clinical education options in addition to the Traditional Track:
    a. Variational Track - provides opportunities for a four-week traditional clerkship component combined with four weeks of rural experience.
    b. Rural Extended Placement - consists of six, one-month hospital-based clinical learning experiences followed by six months of rural community placement.
    c. Marshall Primary Care Curriculum - is a twelve-month clinical program that emphasizes community-based primary care.
- Developed additional rural sites to support the clinical education program.
- Continued participation in the statewide Rural Health Education Partnerships Program (RHEP).

Student Recruitment

- MUSOM is recruiting students with increasingly impressive academic and personal credentials while maintaining expectations in primary and rural health care.
- West Virginia applicants have more than doubled over the past five years, resulting in approximately 96% of the class being comprised of in-state students.
- Recruitment visits, reaching a wide number of West Virginians, are conducted by admissions and student affairs staff, faculty members, medical students and alumni to present the special mission of the school to potential applicants.
- An open door counseling policy exists in which admissions and student affairs staff members and faculty meet individually with significant numbers of prospective applicants and provide educational direction and encouragement.
- The school has established its first scholarship for African American students through the generosity of the Touma Foundation, Inc.
- MUSOM representatives participate widely in state, regional, and national underrepresented minority recruitment programs, including Marshall University's Outstanding Black High School Student Program, NIH's Minority High School Research Apprentice Program, University of Virginia/Hampton University's Minority Pre-medical Recruitment Fair and Association of American Medical Colleges 3000 by 2000 Project.
- Recruitment programs are directed toward elementary, middle, high school, and college students targeting underrepresented minorities, rural candidates, and students particularly in tune with the school's special mission.

Primary Care Activities

- Since the Association of American Medical Colleges has published rankings, Marshall University School of Medicine has consistently placed in the top ten (of 125 allopathic medical schools) in the percentage of graduates entering primary care practice.
- A rural family practice residency track was established. The first rural site was Hamlin in Lincoln County. Currently, four residents are assigned to this program, which integrates residency education with rural community service.
- The Locum Tenens Program, providing support for rural providers temporarily leaving their communities, was continued, most recently covering a pediatric clinic in Pineville, WV.
- Marshall faculty continued to provide primary and hospital care for large numbers of underserved and disadvantaged people over a four county area.

Recruitment to Underserved Areas

- The School of Medicine continues to help rural communities recruit physicians with programs such as the Community Placement Office, the Community Placement Web Page, and rural fellowships and scholarships.
- The Community Scholarship and Rural Primary Care Fellowship Programs enrolled six MUSOM students.
- Marshall's annual Fellowship in Rural Family Practice matched this year's practitioner with Jackson County Hospital.
- Doctors in Our Communities (DOC's) was implemented. This medical student loan and loan forgiveness program is sponsored by the A.T. Massey and Fluor Foundations for future establishment of practices in counties with A.T. Massey operations.
- The Rural Clinical Health Fair was expanded. This annual health fair promotes rural practice and provides opportunities for RHEP consortia to present their clinical opportunities to medical students.

Alumni

- Marshall's alumni reflect the school's mission and emphasis on rural care and generalist specialties.
- Over the past decade, 52 graduates have established primary care practices throughout West Virginia, with at least one in 19 different counties.
- Marshall ranked third (of 125 allopathic schools) in the nation in the percentage of graduates entering primary care in the classes of 1989, 1990, and 1991.
- Marshall graduates continue great success in matching to competitive residencies. In 1997, 98% of students matched, with three-fourths receiving their first or second choice.
- Marshall alumni are extensively utilized as faculty preceptors, mentors, and lecturers.
- Alumni return and volunteer in the CME component of Alumni Weekend activities, thereby continuing to further and promote the mission of the school.

Faculty and Student Scholarship

- A fourth-year student had an abstract accepted for presentation at the International Conference on Involvement of Communities in Health Professions Education: Challenges, Opportunities and Pitfalls. The abstract, "Osteoporosis Screening and Education in a Rural Community," was based on a project she did through the West Virginia Rural Health Education Partnerships.
- A faculty member received the Solomon A. Berson Medical Alumni Achievement Award in Health Science from the New York University School of Medicine Alumni Association. The award "honors those alumni who embody the best in medical sciences and who inspire, through their achievement and character, those values which are held in the highest esteem by our profession," according to the school.
- A faculty member was appointed chair of the Grant Review Panel II for the American Institute for Cancer Research, which provides funding for research relating nutrition to cancer.
- An alumnus was appointed to the Council on Graduate Medical Education. The council evaluates health care policy and advises the Secretary of Health and Human Services and Congress on matters affecting the quality and quantity of the nation's physicians.
- The Director of Continuing Medical Education has received the first-ever research fellowship of the Society of Medical College Directors of Continuing Medical Education. The project focuses on time management factors involved in continuing education for physicians.

- Marshall's pioneering Interactive Patient, a teaching program that allows Internet users across the globe to test their medical knowledge, was a semifinalist for a National Information Infrastructure Award.
- The 1997 RHEP Outstanding Research Award was presented to an extended placement student from Marshall University School of Medicine.

Outreach Activities

- MUSOM has long required students to provide defined service learning through the Partners in Prevention Program (PIP) and RHEP participation. This has now been expanded through integration with RHEP community service. As part of their rural clinical experience, students are required to spend at least 20% of service learning activities including LOS, research, and community service. Examples of recent projects include: health fairs in underserved communities, over 30 presentations to public school students and projects related to smokeless tobacco, diabetes control, and teen pregnancy.
- Continuing Medical Education (CME) offered over 500 programs in a variety of different venues to more than 3,700 physicians. Instructional methods featured telemedicine, multimedia, and traditional lecture formats. CME credit was granted to clinical mentors and rural physicians who serve as preceptors/lecturers for MUSOM medical students.
- Marshall computer specialists expanded support for health care activities throughout the state: support and resource development for RHEP sites and Faculty Development Days; World Wide Web page development and training for West Virginia Bureau for Public Health, Hospice, and the Huntington Medical Community Foundation; Training for the 2,000 member Huntington Medical Community Foundation Network; information and technical planning consultations for local MUSOM affiliated hospital; and hosted E-mail discussion groups for National Organization of State Offices of Rural Health, rural providers, site coordinators, and RHEP participants.
- MUSOM faculty provided regularly scheduled specialty clinics to rural communities in much needed services of ophthalmology, ob/gyn, cardiology, pediatrics, pulmonary, urology, and general surgery.
- The Division of Industrial, Occupational, and Environmental Health continued to expand health care, prevention, and innovative services to government, industry, and labor organizations.

Capital Projects

- Construction of the new $30 million Marshall University Medical Center, being built in cooperation with and adjacent to Cabell Huntington Hospital, is nearing completion, with occupancy expected in late Spring, 1998. The 185,000 square-foot facility replaces18 existing leased outpatient clinics and the 80-year old Doctors' Memorial Building, as well as providing a new Health Science Library, a telemedicine conference center and academic and administrative support areas for the School of Medicine. Construction of the facility is being financed entirely from private and federal funds, with no state funds.
- The new $9 million Research Addition, constructed contiguous to the Medical Education Building at the VA Medical Center, is substantially complete (September, 1997) and will provide opportunities for collaborative research for medical school faculty based at the VA. Shared animal quarters and other support functions will increase the efficiency and effectiveness of both organizations.
- Internal renovations of the Medical Education Building, completed in Summer 1997, have also provided improved classroom facilities for medical and graduate students by converting an underutilized laboratory to a large lecture hall with advanced audiovisual features.
- Unlike the state's other health science institutions which have dedicated funding sources (soft drink tax, tuition fees, and dedicated allocations), Marshall University School of Medicine continues to rely upon its community-based partners and federal grants to meet its capital needs. The School of Medicine seeks support from the University System Board of Trustees to establish a health sciences capital improvement fund which can be used to address the most pressing needs at all three health sciences institutions.

School of Nursing

Mission-Related Goals

- National League for Nursing Accreditation Commission accreditation for ASN, BSN, and MSN Programs
- WV Board of Examiners for Registered Professional Nursing accreditation for BSN Program
- Outreach by satellite education for RN's to study for BSN
- Rural and urban sites for student experiences with underserved populations
- Collaboration with area employers for continuing nursing education
- 91% pass rate on RN licensure examination
- 98% pass rate on advanced practice certification as a Family Nurse Practitioner

Curriculum

- BSN program
  - RN Option - RN to BSN
  - School nurse certificate
  - Outreach to Logan, Williamson, and Point Pleasant
- MSN Program
  - Family Nurse Practitioner
  - School Nurse Practitioner
  - Nursing Administration
  - Certificate in Family Nurse Practitioner
- Collaborative ASN Program with St. Mary's Hospital

Student Recruitment

- 95% from West Virginia
- Rural counties well represented

Primary Care Activities

- All BSN students have community-based experiences
- Nursing curriculum has a wellness and primary prevention focus
- MSN - Family Nurse Practitioner students are prepared for primary care delivery
- All FNP students have extensive primary care experiences
- Sponsor a primary care nursing conference every spring

Recruitment to Underserved Areas

- Students participate in rural scholarship programs
- Recruitment at career days
- Students are largely from Southern West Virginia

Alumni

- Ninety-four percent of the Family Nurse Practitioner graduates are in primary care
- Seventy-four percent of the Family Nurse Practitioner graduates are in rural or underserved areas
- The majority of graduates work in West Virginia and the Tri-State area

Faculty and Student Scholarship

- Most students receive some financial aid
- Most students work while receiving an education
- One MSN student received a rural scholarship
- One BSN student was a Fuld Fellow to England
- One BSN student is a Yeager Scholar
- Fourteen MSN students received a Federal Nursing Trainee Stipend
- One BSN student received the Butler Scholarship
- One BSN student received the Trainor Scholarship
- Two nursing faculty are enrolled in doctoral studies
- Four nursing faculty had articles or research published
- Fifteen nursing faculty presented over 50 programs at local, regional, national, or international conferences
- Eight nursing faculty are certified as Family Nurse Practitioners

Outreach Activities

- Collaborative Appalachian Diabetes Network
- BSN education by satellite to Logan, Williamson, Point Pleasant, and St. Mary's Hospital
- Student placements in rural settings and practices
- Collaborative continuing education programs
- International faculty exchanges
- Linkages with rural nursing in Australia and Brazil

Graduates

- BSN - 65 (includes 45 generic and 20 RN)
- MSN - 16 plus 4 post-master's certificates

Marshall University School of Medicine

Medical Students

	1992-93	1993-94	1994-95	1995-96	1996-97
STUDENTS					
APPLICANTS					
In-State	180	215	255	305	339
Total	1,206	1,415	1,504	1,464	1,156
ACCEPTANCES ISSUED					
In-State	79	72	72	74	77
Total	91	82	79	78	80
FIRST YEAR NEW ENROLLMENT					
In-State	43	42	46	46	45
Total	48	49	49	49	48
TOTAL MED. STUDENTS	205	213	204	199	204
Underrepresented Minorities *	0	2	4	5	6
Dismissed Poor Academic Standing	0	1	0	0	0
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	2	0	0	1	2
Transfers from LCME Schools	0	1	0	0	0
Transfers from Non-LCME Schools	0	1	0	1	2
RESIDENTS	91	92	112	113	121
CLINICAL FELLOWS	15	14	17	15	14
HOUSE STAFF (ACGME Residents & Fellows and Non-ACGME Fellows)	96	106	129	128	135
PRE-DOCTORAL DEGREE CANDIDATES (Ph. D.)	29	30	37	30	23
POST-DOCTORAL BASIC SCIENCE	4	5	4	3	0
TOTAL FULL-TIME FACULTY	131	140	135	148	136
Basic Science	34	35	33	35	32
Clinical Science	97	105	102	113	104
FEES					
Tuition & Fees, In-State	$6,936	$7,500	$7,714	$8,134	$8,550
Tuition & Fees, Out-Of-State	$14,942	$16,500	$17,440	$18,560	$19,776
Average Final Year Student Indebtedness	$58,319	$53,316	$61,997	$71,000	$76,708
ENTERING CLASS DATA					
Mean GPA	3.4	3.4	3.5	3.4	3.4
Mean MCAT Scores *					
Biology/Biological Science	8.0	8.2	8.0	8.6	8.8
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	7.6	7.7	7.8	8.3	8.7
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	8.6	8.6	8.9	8.6	9.6
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1992-93	1993-94	1994-95	1995-96	1996-97
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	6	8	10	6	10
Grads. with Internship/Residency Outside WV	10	6	6	2	3
Internal Medicine					
Grads. with Internship/Residency in WV	6	9	2	5	3
Grads. with Internship/Residency Outside WV	1	4	7	7	5
Pediatrics					
Grads. with Internship/Residency in WV	2	3	3	2	7
Grads. with Internship/Residency Outside WV	2	2	0	0	4
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	0	2	1	0	0
Grads. with Internship/Residency Outside WV	1	2	1	3	3
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	2	2
Grads. with Internship/Residency Outside WV	0	1	1	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	2	0	1	0
Grads. with Internship/Residency Outside WV	0	1	1	4	0
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	1	0	1	0
General Surgery					
Grads. with Internship/Residency in WV	1	4	3	3	3
Grads. with Internship/Residency Outside WV	5	3	4	1	0
Surgical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	1	0	0
Support Specialty					
Grads. with Internship/Residency in WV	3	1	1	0	1
Grads. with Internship/Residency Outside WV	4	3	2	6	2
Transitional	2	2	4	2	4
TOTAL	44	54	47+	45	47**

+One student did not pursue a residency program. However, that individual is pursuing a Master's Degree.
**48 total graduates; one student will begin residency training in 1998.

Marshall University School of Medicine

Revenues and Expenditures*
(Dollars in Thousands)

	1991-92		1992-93		1993-94		1994-95		1995-96	
TOTAL REVENUES	$28,538		$34,086		$37,487		$42,203		$45,900	
GENERAL OPERATIONS	$26,476	100%	$30,575	100%	$34,651	100%	$39,186	100%	$43,015	100%
Tuition	$893	3%	$1,079	4%	$1,342	4%	$1,387	4%	$1,524	4%
Practice Plan Revenues	$9,912	37%	$13,214	43%	$16,064	46%	$19,151	49%	$22,334	52%
State Appropriations	$9,939	38%	$10,990	36%	$11,076	32%	$11,297	29%	$11,770	27%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$5,377	20%	$4,920	16%	$5,382	16%	$6,498	17%	$6,711	16%
Other	$355	1%	$372	1%	$787	2%	$853	2%	$676	1%
GRANTS & CONTRACTS	$2,062	100%	$3,511	100%	$2,835	100%	$3,018	100%	$2,885	100%
Federal	$1,186	58%	$2,368	67%	$2,473	87%	$2,748	91%	$2,184	75%
State & Local	$294	14%	$17	0%	$44	2%	$116	5%	$234	8%
Non-Government	$582	28%	$1,126	32%	$318	11%	$154	5%	$467	16%
TOTAL EXPENDITURES	$27,668		$33,008		$36,823		$41,750		$46,550	
TOTAL TRANSFERS	$0		$0		$0		$0		$0	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	$870		$1,078		$664		$453		($650)	

*Includes faculty practice corporation, VAMC and community hospital support. Prior to FY 1994-95 certain capital expenditures are not included.

Educational and General Expenditures
FY 1995-96

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Clinical Medicine*	$7,369,606	$1,464,862	$2,652,126	$970,753	$46,176	$1,048,952	$809,114	$14,360,969
Biomedical Sciences	$360,056	$1,789,030	$38,297	$184,538	$8,778	$199,024	$153,902	$2,733,625
School of Nursing	$1,423,230	$0	$0	$120,071	$5,711	$129,486	$0	$1,678,508
School of Social Work#	$211,591	$0	$0	$17,851	$849	$19,252	$0	$249,543

*Includes all first professional medical (M.D.) students as well as residents/interns and fellows.
+Includes Master's and Ph.D. level students.
#The School of Social Work is administratively under the direction of the School of Medicine.

Mission-Related Goals

- Continue program of excellence.
- Train osteopathic physicians to provide primary care to rural and underserved communities.
- Provide primary care physicians for rural West Virginia and Appalachia.
- Maintain a strong institutional orientation to Family Practice.
- Train osteopathic physicians with an appreciation and understanding of geriatric medicine.
- Enhance the use of educational technology.

Curriculum

- Curriculum maintains an orientation toward primary care and placement in rural West Virginia.
- WVSOM is expanding the use of problem-oriented, case-based learning in the preclinical curriculum.
- Osteopathic Principles and Practice, the mainstay of the osteopathic medical profession, is integrated throughout the preclinical and clinical curriculum.
- WVSOM continues its strong support of, and participation in, the Rural Health Education Partnerships.
- Preclinical students, under faculty supervision, operate a community-based osteopathic care clinic.
- Clinical rotation opportunities are being expanded in the Robert C. Byrd Clinic, the primary care center and RHEP site associated with WVSOM.

Student Recruitment

- The WVSOM recruitment process gives priority to West Virginia residents.
- WVSOM seeks quality students who bring with them strong academic abilities, plus maturity and life experience suitable for practice as osteopathic physicians serving rural populations of West Virginia.
- The recruitment office conducts community visits designed to reach the non-traditional student. Such visits are held in evening hours at hospital clinics and public facilities.
- All colleges and universities in West Virginia are visited twice a year by the recruiter. Visits provide an opportunity to meet qualified prospective students and to educate future health professionals about osteopathic medicine.
- WVSOM recruiters attend scheduled graduate and professional school days.
- WVSOM recognizes the importance of a diverse student population and views minority recruiting as a priority. Minority alumni provide a valuable perspective for prospective candidates.
- Prospective students are encouraged to visit the campus, meet with students and faculty, and observe the on-going academic program.
- On-campus open houses have been a successful component of the recruitment program. These are all day visits by groups of interested students who are provided a program that discusses osteopathic medicine, admissions requirements, financial aid and the medical school curriculum.
- Each year all West Virginia health professions advisors are invited to a two-day conference designed to inform participants of osteopathic medicine, admissions requirements, financial aid, and the WVSOM curriculum. Advisors are also provided information about health issues and trends that may be of interest to them.
- WVSOM conducts a secondary field representative program that uses a private vendor who visits secondary schools. In 1996-97 122 West Virginia high schools were visited. In each, the guidance office was provided with information about osteopathic medicine and the educational program at WVSOM.

Primary Care Activities

- WVSOM faculty and students provide primary care services to RHEP and other sites throughout West Virginia.
- WVSOM continues to place alumni in the rural and underserved areas of West Virginia.
- The New Physician Magazine ranks WVSOM 4th in the nation (out of 134 medical schools) in the number of graduates practicing primary care medicine.

Recruitment to Underserved Areas

- WVSOM is committed to the training of physicians who will practice in rural and underserved communities. Annual surveys show that WVSOM consistently leads the state in providing physicians for rural communities.
- WVSOM maintains a mailing list of 200 hospitals and clinics in West Virginia. These facilities are contacted quarterly for information about clinical opportunities.
- A "Physician Opportunities Update" is mailed quarterly to WVSOM alumni.
- The WVSOM office of physician placement attempts to match employment opportunities with individual queries from alumni.
- A website dedicated to physician placement and employment opportunities is under development.
- WVSOM is participating in the WVRHEP Recruitment and Retention Committee as part of an integrated program of physician placement.

Alumni

- Lisa Hrutkay, D.O. 93, received a 1996 Glaxo-Wellcome Resident Leadership Award for work with the Franklin Township (Ohio) Fire Department. She also received the Emergency Medicine Resident Association's Augustine D'Orta Award for Community Service.
- Deena Obrotka, D.O. 94, received a 1996 Glaxo-Wellcome Resident Leadership Award for providing care to the underserved of East Lansing, Michigan.
- Frank Kadel, D.O. 96, was named one of seven Glaxo-Wellcome Osteopathic Research Fellows by the AOA Bureau of Research in 1996. His project was titled, "Practices of Osteopathic Physicians in Addiction Medicine."
- Tommy Yates, D.O. 93, was appointed to the College of American Pathologist's Standards Committee.

Faculty and Student Scholarship

- Jim Wells, Ph.D., Professor of Anatomy, received AOA funding for his project titled, "Human Infant Development and Acquisition of Locomotor and Postural Skills."
- Kelly Jackson, Ph.D., Associate Professor of Microbiology, and Tom Steele, D.O., Associate Professor of Family Practice, received AOA funding for their project titled, "The Effect of Osteopathic Manipulative Treatment on the Antibody Response to Hepatitis B Vaccine."
- John Schriefer, Ph.D., Associate Professor of Pharmacology, received AHA funding for his project titled, "Effect of Endopeptidase Inhibitors in an Open Chest Rabbit Model of Myocardial Ischemia/Reperfusion Injury."
- Robert Fisk, Ph.D., Professor of Anatomy, received funds from the West Virginia Instructional Technology Program for his project titled, "A Program for Self-Paced Exploration of the Mechanics of the Human Body."

Outreach Activities

- WVSOM supports and runs male and female health screenings in the community.
- WVSOM was among those honored by the State Education Fund as one of six outstanding "Partners in Education" programs in the state.
- WVSOM continues longstanding support of the faculty initiated "Science Enrichment Program" that benefits schools throughout West Virginia.
- WVSOM continues an "Anatomy Enrichment" program that benefits schools throughout West Virginia and surrounding states.
- Seventeen students have been placed in rural clinical settings as part of the Federal Work Study Community Service Program.
- Participated in the 1996 Youth Science Camp.
- Continuing partnership with the Family Refuge Center in Domestic Violence prevention.
- Larry Davis, Ph.D., Professor of Biochemistry, was honored as "1996 Volunteer of the Year" by three different civic organizations: Carnegie Hall, The Greenbrier Valley Interagency Council, and the City of Lewisburg.
- President Olen Jones was appointed to the Bureau of Professional Education of the American Osteopathic Association. The Bureau serves as the accrediting agency for colleges of Osteopathic Medicine.

- Judith Westerik, Ph.D., Professor of Biochemistry, serves on the advisory board of the NSF supported project titled, "Coordinated and Thematic Science (CATS)." She will facilitate at the CATS Chemistry Telecommunications course for public school teachers.
- John Mooney, Director of Human Resources, received the "Judith C. Kandzari Award" presented to a campus-based faculty member or administrator for significant contributions to the WVRHEP.
- Bob Buck, MSIV, received the "Outstanding Student Community Service Award" for work with tobacco education programs at James Monroe High School.

Capital Projects

- The Robert C. Byrd Primary Care Clinic was completed and opened to the public. The clinic will provide primary care services to the community and provide educational opportunities for WVSOM and RHEP students.
- Design work completed for a renovated facility that will house a new learning resources center, Osteopathic Principles and Practice teaching laboratory, bookstore, and classroom space. Actual work is contingent on the completion of the Bluefield State Greenbrier Community College Center.
- Planning is underway for complete renovation and remodeling of student classrooms.

West Virginia School of Osteopathic Medicine

Medical Students

	1992-93	1993-94	1994-95	1995-96	1996-97
STUDENTS					
APPLICANTS					
In-State	121	166	195	238	258
Total	1,387	1,815	2,194	2,407	2,423
ACCEPTANCES ISSUED					
In-State	65	69	57	60	55
Total	92	85	71	95	93
FIRST YEAR NEW ENROLLMENT					
In-State	50	55	56	47	45
Total	69	70	68	67	65
TOTAL MED. STUDENTS	257	261	258	260	261
Underrepresented Minorities *	15	12	15	11	9
Dismissed Poor Academic Standing	0	1	0	1	1
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	0	0	0	0
Transfers from LCME Schools	0	0	0	0	0
Transfers from Non-LCME Schools	0	2	0	0	0
RESIDENTS	26	26	46	40	47
CLINICAL FELLOWS	0	0	0	0	0
HOUSE STAFF	26	26	46	40	47
(ACGME Residents & Fellows and Non-ACGME Fellows)					
PRE-DOCTORAL DEGREE CANDIDATES (Ph.D.)	0	0	0	0	0
POST-DOCTORAL BASIC SCIENCE	0	0	0	0	0
TOTAL FULL-TIME FACULTY	36	38	37	41	40
Basic Science	22	20	18	21	20
Clinical Science	14	18	19	20	20
FEES					
Tuition & Fees, In-State	$6,945	$7,400	$8,400	$8,800	$10,050
Tuition & Fees, Out-Of-State	$16,315	$17,158	$20,694	$23,094	$25,500
Average Final Year Student Indebtedness	$94,139	$95,991	$98,571	$99,142	$97,535
ENTERING CLASS DATA					
Mean GPA	3.13	3.17	3.23	3.34	3.39
Mean MCAT Scores *					
Biology/Biological Science	6.7	6.1	6.0	6.6	7.6
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	6.1	6.1	6.0	6.3	6.8
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	6.9	6.5	6.8	7.3	7.0
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1992-93	1993-94	1994-95	1995-96	1996-97
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	14	22	20	24	22
Grads. with Internship/Residency Outside WV	43	24	31	25	33
Internal Medicine					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	9	2	5	4
Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	1	1	1	0
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	2	1	0
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	0	3	0	0
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	1	7	3
General Surgery					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	0	0	0	0
Surgical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	1	0	0
Support Specialty					
Grads. with Internship/Residency in WV	0	2	0	0	0
Grads. with Internship/Residency Outside WV	1	0	0	0	1
Transitional	0	0	0	0	0
TOTAL	60	61	61	63	63

Revenues and Expenditures
(Dollars in Thousands)

	1991-92		1992-93		1993-94		1994-95		1995-96	
TOTAL REVENUES	$7,300		$8,269		$9,096		$10,437		$10,834	
GENERAL OPERATIONS	$7,062	100%	$7,900	100%	$8,770	100%	$9,857	100%	$10,107	100%
Tuition	$1,228	17%	$1,852	23%	$2,429	28%	$2,434	25%	$2,817	28%
Practice Plan Revenues*	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
State Appropriations	$5,602	79%	$5,574	71%	$5,844	67%	$6,587	67%	$6,777	67%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Other	$232	3%	$474	6%	$497	6%	$836	8%	$513	5%
GRANTS & CONTRACTS	$238	100%	$369	100%	$326	100%	$580	100%	$727	100%
Federal	$62	26%	$31	8%	$90	28%	$339	58%	$375	52%
State & Local	$176	74%	$338	92%	$236	72%	$241	42%	$352	48%
Non-Government	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
TOTAL EXPENDITURES	$7,416		$7,836		$8,532		$9,978		$10,726	
TOTAL TRANSFERS	$0		$387		$600		$510		$0**	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	($116)		$46		($36)		($51)		$108	

*The clinic is a separate entity and no Practice Plan revenues accrue to the school.
**Auditors reflected the transfers by netting them.

Educational and General Expenditures
FY 1995-96

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Osteopathic Medicine**	$4,628,507	$127,885	$755,121	$1,048,784	$415,018	$2,279,034	$1,041,920	$10,296,269

**This includes all first professional medical (D.O.) students as well as residents/interns and fellows.

Retention of Graduates

Recruitment and retention of physicians in rural areas is a complex issue. While rural education and training experiences can impact a physician's choice of practice location, there are other influential factors, including background and family ties, debt load, desired lifestyle, spouse career opportunities, perceptions of quality and availability of schools, and perceptions of the medicolegal climate. Additionally, some studies indicate that physicians tend to locate their practices near or within a reasonable commute of their residency training site.

To track the retention of medical school graduates in West Virginia, one must factor in the additional 3 to 5 years of residency training that physicians complete in their specialty before beginning practice. Consequently, the following tables present data on graduates from 1987-1992; 92% of these graduates have completed their training and begun practice.

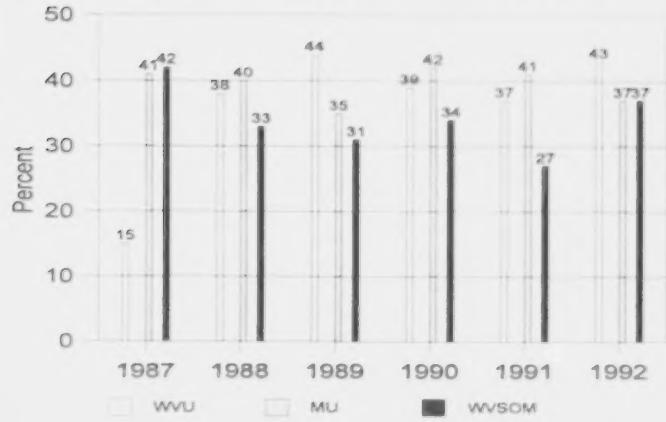
Medical School Graduates in West Virginia (M.D. and D.O.) 1987 through 1992

School	Total No. Graduates	Graduates with Completed Training			
		Total No.	No. in Practice in WV	No. in Primary Care in WV*	No. in Practice in Non-Urban Areas in WV+
WVU	473	418	148 (35%)	55 (13%)	26 (6%)
MU	237	223	88 (39%)	50 (22%)	20 (9%)
WVSOM	250@	239	81 (34%)	63 (26%)	43 (18%)
TOTAL	960	880	317 (36%)	168 (19%)	89 (10%)

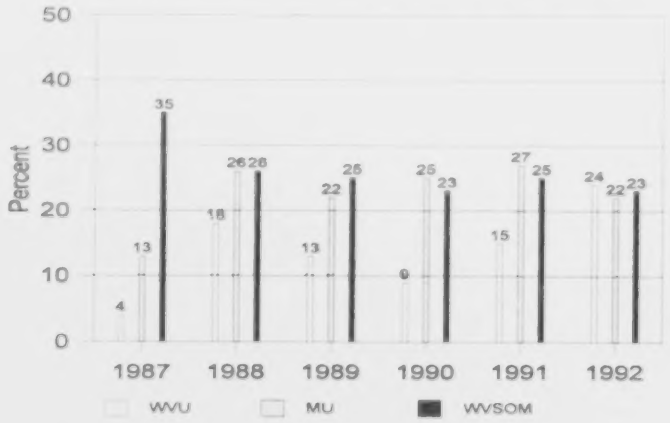
@Excludes SREB contract students who have a contractual obligation to return to their home state following graduation.
*Primary Care is defined as family medicine, internal medicine, pediatrics, and obstetrics/gynecology.
+Non-urban areas exclude graduates practicing in: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington, (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling.

Percentage of Medical School Graduates, 1987-1992, Practicing in West Virginia

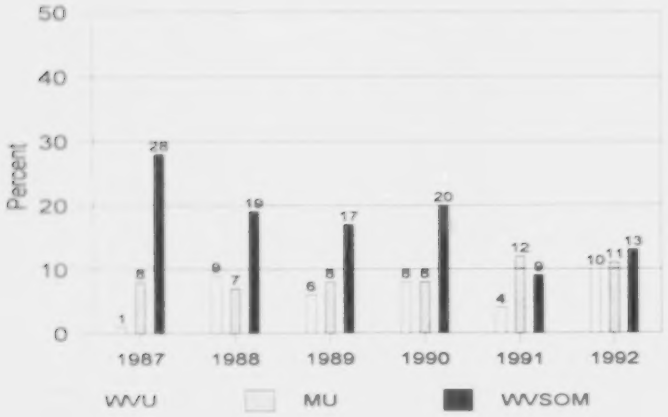
The following graphs show data on graduates who have completed their training.



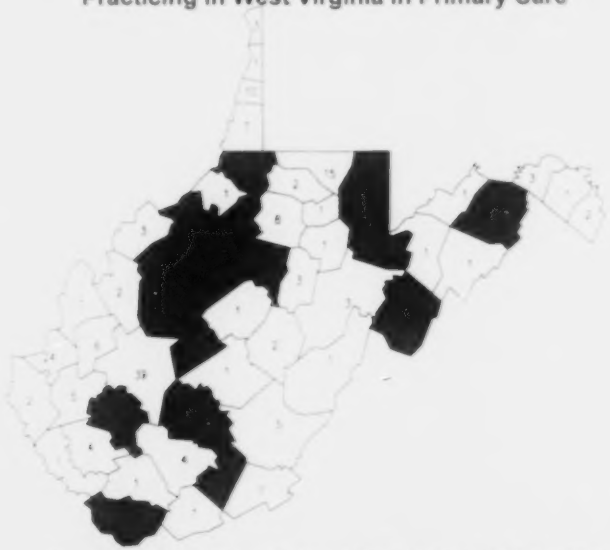
Percentage of Medical School Graduates, 1987-1992, Practicing in West Virginia in Primary Care



Percentage of Medical School Graduates, 1987-1992, Practicing in Non-Urban Areas of West Virginia



Number of Medical School Graduates, 1987-1992, Practicing in West Virginia in Primary Care



Number of Medical School Graduates, 1987-1992, Practicing in West Virginia

232

Number of Medical School Graduates, 1987-1992, Practicing in Non-Urban Areas of West Virginia

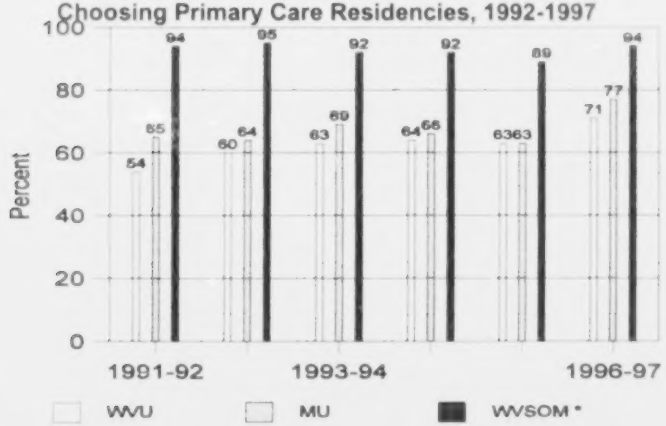
233

Number of Medical School Graduates Choosing Primary Care Residencies, 1992-1997

Today's medical school graduates begin practice after completing 3 to 5 years of residency training in a given specialty. Two factors are important in tracking the retention of these graduates: (1) specialty choice, because primary care fields are most needed in rural areas of the state, and (2) location of the residency, because graduates who complete residencies in West Virginia are more likely to practice in the state.

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
WVU Medical	39	44	49	49	45	55
MU Medical	24	28	37	31	27	37
WVSOM*	47	57	56	56	56	59
Total	110	129	142	136	128	151

Percentage of Medical School Graduates Choosing Primary Care Residencies, 1992-1997



* Osteopathic students enter a one-year, general rotating internship following graduation; they choose a residency the next year. In 1996, 45 (74%) of WVSOM graduates surveyed planned to specialize in a primary care field, compared to a national average of 53% for all 1996 osteopathic (D.O.) graduates.

In 1997, 55 (71%) of WVU medical graduates and 37 (77%) of MU medical graduates chose primary care residencies compared to a national average of 63% for all allopathic (M.D.) graduates.

1992 West Virginia Medical School Graduates Completing Primary Care Residencies by 1997

	Number	Number Practicing In West Virginia
Completing WV Residencies	29	19 (66%)
Out-of-State Residencies	36	7 (19%)

There are 23 primary care residencies in West Virginia, including family medicine (M.D. and D.O.), internal medicine, pediatrics, and obstetrics/gynecology. Nineteen of these residencies are affiliated with West Virginia medical schools. Because residency training is an important factor in retention, data are provided for all graduates of these programs as well as those who are also graduates of West Virginia medical schools. (Data for 1997 are not yet available.)

Graduates of West Virginia Primary Care Residencies, 1996*

	Number	Number Practicing In West Virginia
All Graduates	87	57 (66%)
Graduates with MD/DO from WV Med. School	53	42 (79%)

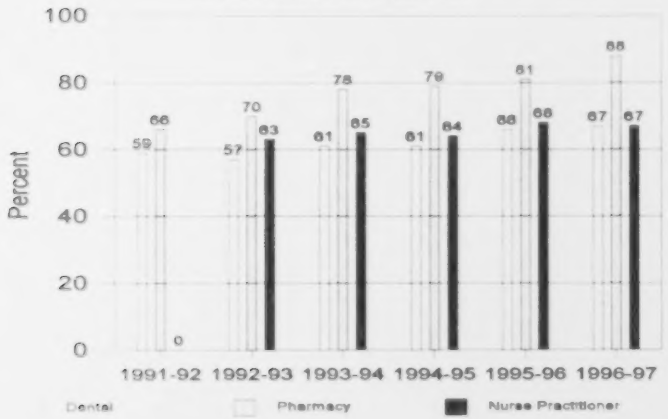
*Includes residencies affiliated with West Virginia medical schools.

Health Sciences

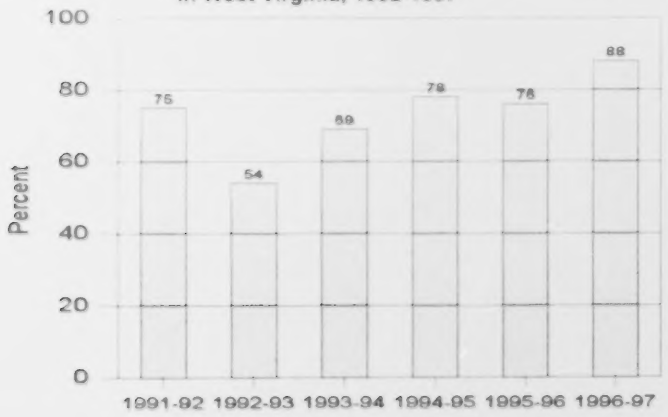
Health Sciences Graduates, 1992-1997

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
WVU						
Dental	27	28	33	33	35	39
Pharmacy	61	69	85	77	74	81
Nurse Practitioner	0	8	17	28	34	21
MU						
Nurse Practitioner	4	13	16	9	17	17

Percentage of WVU Health Sciences Graduates Practicing in West Virginia, 1992-1997



Percentage of MU Nurse Practitioner Graduates Practicing in West Virginia, 1992-1997



Health Sciences Scholarship Program

The Health Sciences Scholarship Program, established in 1995 by West Virginia Code §18C-3-3, provides an incentive for students in the state's higher education systems to complete their training in primary care fields and practice in underserved areas of West Virginia. Awards are made by the Vice Chancellor for Health Sciences based on recommendations of an advisory committee. Students are eligible for a one-time $10,000 scholarship. In exchange, they make a commitment to practice in an underserved area of the state for a minimum of two years after completing their training. During 1996-97, 26 awards were made to 13 medical students, 9 nurse practitioner students, and 4 physician assistant students. Five nurse practitioner students who received awards in 1995-96 began practicing in rural areas.

Scholarships Awarded

West Virginia University	
Medicine	2
Nursing	7
Marshall University	
Medicine	5
Nursing	2
WV School of Osteo. Medicine	
Medicine	6
The College of WV	
Physician Assistant	4
TOTAL	26

Health Education Student Loan Program

The Health Education Student Loan Program, established in 1991 by West Virginia Code §18C-3-1, is designed to assist medical students in West Virginia. Currently, program funding comes from a portion of the Medical Education Fee paid by state medical students. When borrowers are ready to begin their practices, they may earn loan forgiveness by serving "in this state in a designated medically underserved area or in a designated medical specialty in which there is a shortage of physicians." During 1996-97, 19 borrowers took advantage of this provision and began practicing in a primary care field in West Virginia. Awards included in this report have been made through the Medical Student Loan Program component of the Health Education Student Loan Program. During the reporting year, $1,066,158 was awarded to 277 medical students who received average loans of $3,849. This is a revolving loan program which allows loan repayments to be used for making additional loans.

	MU	WVU	WVSOM	Total
Number of Loans Awarded	46	122	109	277
Total Amount Awarded	$206,881	$558,950	$300,327	$1,066,158
Amount of Unexpended Monies	$61,118	$75,737	$27,302	$164,157
Default Rate on Previously Awarded Loans	4.1%	0%	1.2%	1.8%

WVRHEP Mission Statement

"...we envision a time when all residents of our more underserved, rural communities have local access to high quality primary health care provided by well trained, high quality health care professionals."

West Virginia is developing new models for educating health sciences students in rural communities through the West Virginia Rural Health Education Partnerships (WVRHEP). These community-based training sites -- begun in 1991 under the Kellogg Community Partnerships and the state's Rural Health Initiative (RHI) -- provide students an opportunity to learn health care skills from practicing rural providers. By introducing students to the rewards and challenges of rural practice, the WVRHEP increases the possibility that these students will stay in West Virginia and practice where they are needed.

The program also provides an infrastructure for providing health services and promoting healthy lifestyles in rural communities. This year, more than 59,000 West Virginians benefited directly from these services.

In only six years, an infrastructure covering the most underserved areas of 47 counties has been developed with the following components:

- Thirteen training consortia, with local boards of directors, linking more than 187 training sites, including hospitals, health centers, social service agencies, doctors' and dentists' offices, and pharmacies in rural communities;
- Revised curricula with course content on rural practice, rural communities and populations, and interdisciplinary teambuilding skills, as well as expanded rural clinical rotations;
- More than 420 rural health care professionals serving as field faculty for students;
- Learning resource centers (LRCs) with computer stations and educational materials at 18 locations, ten of which are connected to statewide educational programs through MDTV (interactive telemedicine); and
- New scholarship and fellowship programs that provide incentives for primary care training and rural practice. This year, 32 scholarship recipients, including 19 medical students, made a commitment to practice in rural West Virginia for at least two to four years after completing their training.

In 1994, the University System Board of Trustees and the Vice Chancellor for Health Sciences mandated that all health sciences students, except dentistry, must complete three-month rotations in rural communities by 1996. This year, almost 1,700 students from ten disciplines completed rural rotations in WVRHEP sites and other community-based settings -- and many students completed more than one rotation. The ten disciplines include: medicine, nursing, pharmacy, dentistry, physician assistant, clinical psychology, dental hygiene, medical technology, physical therapy, and social work.

In surveys conducted this year, students gave high marks to the value of their rural training experiences and teaching skills of their rural preceptors. As one pharmacy student summed it up:

"I was introduced to certain areas of health care that I otherwise would not have experienced. By working in a small hospital, I was able to have a lot of 'hands on' experience and develop a good sense of teamwork...."

Progress Made in 1996-97

- *The Partners have further advanced and developed program policies and implementation of community service-learning.*
- *The WVRHEP received national and international recognition:*

  "There were obstacles that were overcome in adjusting everyone's needs in this mutually beneficial effort (WVRHEP). The University System was a flexible rather than rigid instrument in this case. This is so necessary." (Audience participant at the national Community-Campus Partners for Health Conference.)

- *Almost 1,700 student rotations were completed at WVRHEP and other rural sites.*
- *Thirty-two scholarships were awarded to health sciences students who will practice in rural communities.*
- *Work continued to develop a computerized student tracking system on the Internet.*
- *More than 420 field faculty now participate in WVRHEP.*
- *A statewide Faculty Development Committee was established.*
- *Direct services benefited almost 5,000 West Virginians each month -- more than 59,000 for the entire year.*
- *Dental and dental hygiene students performed more than 10,450 clinical procedures for about 4,200 patients.*

During the past year, the Partners have further developed the components of the program and have advanced their method of policy development and decision making. In October and November of 1996, the percentage of time spent in the three student curricular activities of community service-learning, community-based research, and interdisciplinary case management was approved after extensive debate from all sectors of the program. In addition, the Executive Director and others spent considerable time exploring the concept of community service-learning and its applicability to the WVRHEP mission.

One of the goals of the 1996-97 year was to further the national visibility of WVRHEP. In April, seven community members, site coordinators, and staff members attended and presented workshops on building community-campus partnerships at the first annual Community-Campus Partners for Health Conference in San Francisco. All workshops received the highest ratings in the overall conference evaluation. The Vice Chancellor for Health Sciences and the Executive Director presented a paper, by invitation, to the Fourth Binary Conference of the National Rural Health Alliance of Australia in Perth, Western Australia, in February.

Many others have presented on discipline-specific issues, research, and community service projects throughout the year. This recognition, coupled with many requests from other states on the WVRHEP model and national presentations by program participants from all the schools, demonstrates the value of the comprehensive approach taken by the State and the Legislature to address these issues.

The Recruitment and Retention Committee of the WVRHEP Advisory Panel provided statewide coordination of all financial incentive programs as a complementary strategy to the WVRHEP student rotations. The Committee provided guidance for the state's Health Sciences Scholarship Program and made recommendations for awards. In 1996-97, the Vice Chancellor for Health Sciences awarded $10,000 scholarships to 26 students -- including 13 medical students, 9 nurse practitioner students, and 4 physician assistant students -- who have made a commitment to practice at least two years in a rural underserved area of West Virginia after completing their training.

The Community Scholarship Program, which involves federal, state, and local funds, is also coordinated under the WVRHEP program. In 1996-97, this program sponsored more than $95,000 in scholarships for 6 medical students. These students have made a commitment to return to their hometowns in rural West Virginia and practice for a minimum of 2 to 4 years. The federally funded Rural Primary Care Fellowship program, which provides training stipends to students for expanded rural rotations in WVRHEP sites, awarded $85,800 to 50 students in medicine, nurse practitioner programs, dentistry, psychology, and physician assistant programs.

In the 1996-97 academic year, 1,123 student rotations, involving over 5,100 weeks of training, were completed at WVRHEP training sites. In addition, 590 student rotations, involving more than 2,200 weeks of training, were completed at other rural sites in the state.

Intensive work has continued on TRACKER, the computerized student scheduling, database management, and tracking system, which operates on the Internet from the WVRHEP website. This system allows schedulers at each school to confirm the availability of supervisors and housing at the training sites and permits students to view information on training opportunities while selecting their rotation sites. This year, schools have added information on preceptors and training opportunities which can be accessed through the homepages of each of the health sciences centers. Data can be accessed through the WVRHEP homepage, but users must have a password. In this manner, access to information is controlled by program administrators. The system is expected to be fully operational by January 1998, and the three medical schools will use the system for joint scheduling in the spring of 1998.

WVRHEP followed very closely the developments of the Telecommunications Act of 1996 and its impact on the future of WVRHEP's telecommunications system, as well as the potential for federal funding under this Act for the WVRHEP system. A goal for 1998 is an interface with the development of other statewide systems to further mutual goals in education and improved health care.

WVRHEP continues to offer Faculty Development sessions for field and campus faculty in concepts unique to the program such as interdisciplinary training and service-learning through community-based research and service. A statewide Faculty Development Committee was established in 1997 with over 18 members volunteering their time to participate in this group. This committee facilitates faculty development by planning the annual sessions, promoting the use of technology for networking, and serving as an advocate for faculty and students from throughout the state. With more than 420 field faculty now participating in the program, faculty development is integral to the success of WVRHEP. Therefore, in an effort to localize training efforts, expanded training options at a regional level are now available at many of the consortia.

Community Services

WVRHEP students, faculty, and staff continue to demonstrate their commitment to providing health services to the citizens of West Virginia. In the 1996-1997 academic year, direct health services benefited almost 5,000 people each month and touched the lives of countless others through community projects.

WVRHEP dental sites, for example, provided approximately $796,270 of uncompensated clinical dental services to rural West Virginians in 1996-1997. Dental and dental hygiene students at these sites performed more than 10,450 clinical procedures for about 4,200 patients and participated in 344 community outreach activities.

Student community service activities are targeted throughout the state geographically as well as to various age groups of West Virginians. For example, various sites offer Baby Safety Showers which promote home safety and prenatal care. For older children, sports physicals and classroom health education courses on a variety of topics are available (see list that follows). For seniors, some sites hold Bingo for Health sessions which offer entertainment while promoting health education. In addition, health screenings/fairs are sponsored for all age groups at various settings.

The WVRHEP provides a wide variety of preventative health care and health promotion services, such as:

Health Fairs
Screenings (blood pressure, cholesterol, glucose, etc.)
Immunizations
Walk Across West Virginia Programs
Brown Bag Medicine Review
4-H Handicap Games
Kinetic Therapy for Seniors
Bingo for Health
Sports Physicals
Dental Health Education
Diet and Exercise Presentations
Flu Shots
Seatbelt Education
Grooming Presentations
Smokeless Tobacco Presentations
Date Rape and Violence Prevention
Depression Screening
Bright Smiles, Bright Futures Dental Program
Alive With 5 Program
Alcohol Abuse and Addictive Behaviors Program
Nutrition Education
Poison Prevention
School Bus Safety
Disaster Planning
Steroid Presentations
Black Lung Clinics
Diabetes Support Group
Energy Express

Feedback on Community Service

- *"You tell your students that they made an impression on the children and I want your program back next year."*
Head Start Teacher

- *"You helped some of us choose if we are going to be a nurse, doctor, or vet."*
4th Grade Student

- *"Community outreach illustrated how important health professionals are as role models in small communities."*
Medical Student

- *"I had ample exposure to practice as well as to community service. Thanks to the field professors and the WVRHEP coordinators for the interest they showed."*
Pharmacy Student

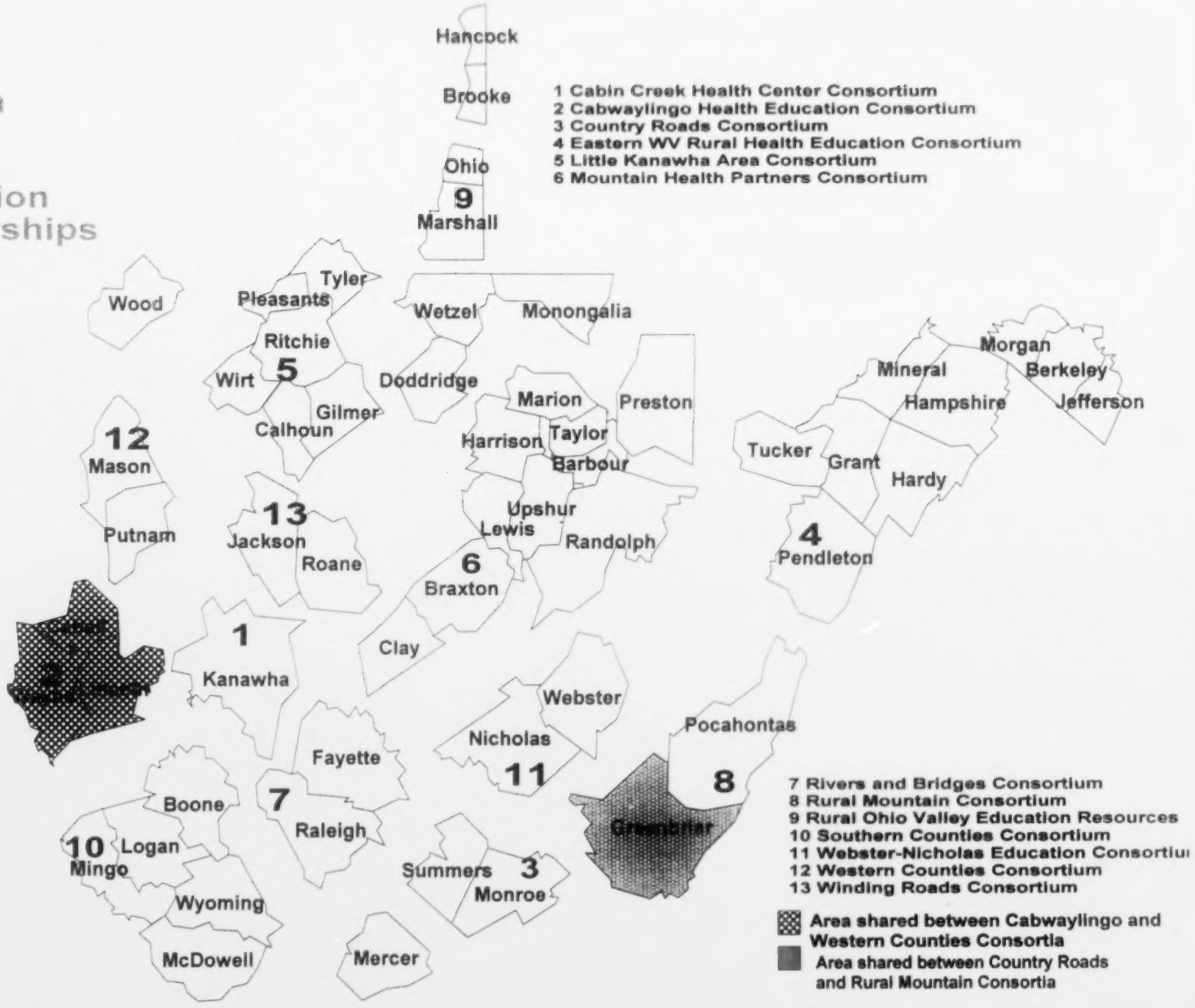
Current Issues

The program continues to face some developmental challenges; however, this past year the program has grown beyond dealing with logistics and has begun to concentrate on issues that are more at the heart of its mission. The WVRHEP has seen increased participation by all partners in decision making as their level of understanding within the partnership has grown. Currently, program partners are grappling with the question, "What is the ideal distribution of medical students to meet our goals?"

This question has raised debate between the schools and local consortia members and has led to greater understanding and a deeper appreciation by most partners of the complexities of the issue. The schools and local consortia members have made a commitment to work together to identify those consortia with the lowest number of medical students and target these communities for student rotations and possibly some resident rotations. The schools have voiced their commitment to focus their influence at the most "recruitable" state of training, residency training, for those communities most in need of primary care services and supervision of medical students.

Building collaborative governance models remains a priority for the program, and this year has seen tremendous growth by the local consortia boards in balancing the role of the lead agency and the local boards. While many student housing problems have been solved, others remain. The number of field faculty has increased, although having enough *qualified* field faculty is still a problem in some areas.

West Virginia Rural Health Education Partnerships



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Rural Mountain Consortium

This is an example of the variety of health facilities and community agencies that serve as training sites.

WVRHEP Training Consortia Infrastructure: 1997

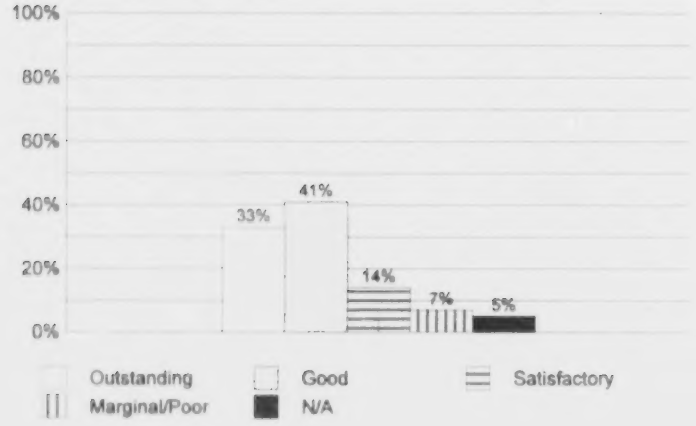
Consortium *Lead Agency* and Subsites	Counties	Number of Training Sites*	Number of Field Faculty
Cabin Creek Health Center Consortium *Cabin Creek Health Center*	Underserved areas of Kanawha and Fayette	4	6 Medicine 1 Dental 2 Physician Assistant 1 Pharmacy 3 Nursing
Cabwaylingo Health Education Consortium *Ft. Gay Family Health Center*	Cabell, Wayne, and Lincoln	10	6 Medicine 2 Dental 2 Physician Assistant 1 Pharmacy 3 Nursing
Country Roads Consortium *Monroe Health Center*	Monroe, Greenbrier, and Summers	20	26 Medicine 1 Dental 4 Pharmacy 1 Nursing
Eastern WV Rural Health Education Consortium *Grant Memorial Hospital* City Hospital	Grant, Hardy, Hampshire, Mineral, Pendleton, and Tucker Berkeley, Jefferson, and Morgan	23	70 Medicine 4 Dental 2 Physician Assistant 11 Pharmacy 9 Nursing 1 Clinical Psychology
Little Kanawha Area Consortium *Minnie Hamilton Health Care*	Calhoun, Ritchie, Gilmer, Pleasants, Tyler, and Wirt	15	10 Medicine 2 Dental 5 Pharmacy 4 Nursing
Mountain Health Partners Consortium *St. Joseph's Hospital* Braxton County Memorial Hospital Grafton City Hospital	Barbour, Lewis, Randolph, and Upshur Braxton and Clay Taylor, Harrison, Preston, and Marion	12 5 22	27 Medicine 4 Dental 6 Medicine 1 Dental 16 Medicine 4 Dental 1 Physician Assistant 1 Med Tech 5 Pharmacy 4 Nursing 1 Pharmacy 4 Nursing 7 Pharmacy 8 Nursing 1 Midwife 2 Social Work
Rivers & Bridges Consortium *New River Health Association, Inc.*	Fayette and Raleigh	6	5 Medicine 1 Dental 1 Pharmacy 1 Nursing
Rural Mountain Consortium *Rainelle Medical Center, Inc.*	Greenbrier and Pocahontas	12	10 Medicine 1 Dental 3 Physician Assistant 1 Pharmacy 2 Nursing 2 Physical Therapy
Rural Ohio Valley Education Resources (ROVER) Consortium *Cameron Community Health Center*	Marshall and Ohio	7	1 Medicine 1 Dental 1 Pharmacy 1 Nursing

Consortium *Lead Agency* and Subsites	Counties	Number of Training Sites*	Number of Field Faculty	
Southern Counties Consortium *Boone Memorial Hospital* Pineville Children's Clinic	Boone, Logan, and Mingo McDowell and Wyoming	24	22 Medicine 4 Dental 1 Physician Assistant	5 Pharmacy 1 Nursing
Webster-Nicholas Education Consortium *Camden-on-Gauley Medical Center*	Webster and Nicholas	11	4 Medicine 1 Dental 2 Physician Assistant	1 Pharmacy 1 Nursing 2 Physical Therapy
Western Counties Consortium *Pleasant Valley Hospital*	Lincoln, Mason, Putnam, Wayne, and rural portions of Cabell	6	23 Medicine 1 Dental	4 Pharmacy 25 Nursing
Winding Roads Health Consortium *Roane County Family Health Care*	Roane and Jackson	10	11 Medicine 2 Dental 2 Physical Therapy	4 Pharmacy 5 Nursing 1 Clinical Psychology
	TOTALS	187 Training Sites	243 Medicine 30 Dental 13 Physician Assistant 1 Med. Tech 2 Social Work	52 Pharmacy 72 Nursing 6 Physical Therapy 2 Clinical Psychology 1 Midwife
			422 Field Faculty (Rural practitioners who also teach students.)	

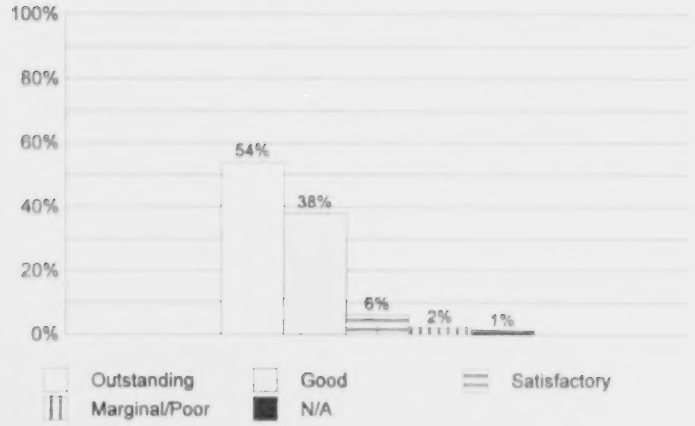
Source: *West Virginia Rural Health Education Partnerships: Site Directory, April 1997, WVU Office of Rural Health.*

* Training sites include rural hospitals; health centers; private physicians, dentists, and pharmacies; public health departments; human service agencies; mental health centers; schools; other health care organizations (e.g., home health); and community agencies.

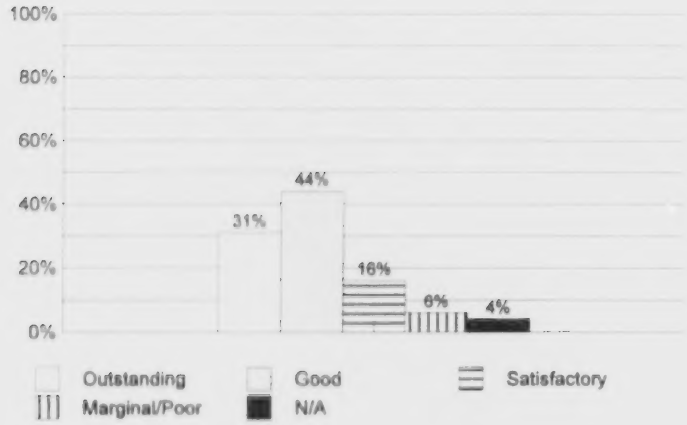
Quality of Interdisciplinary Sessions at Rural Site



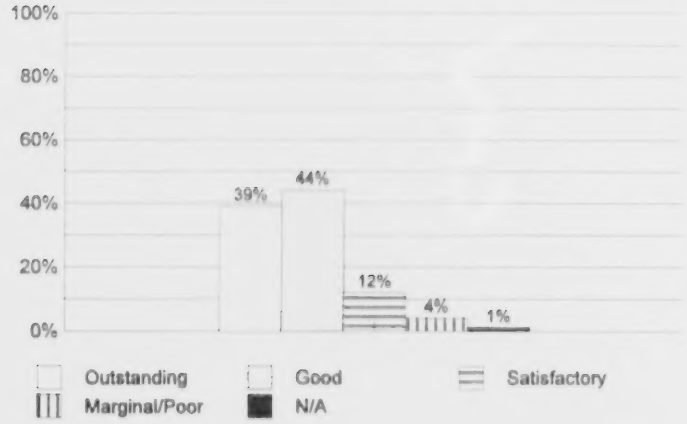
Overall Quality of Teaching at Rural Site



Quality of Learning Resources at Field Site



Increase in Student Knowledge of the Unique Health Care Needs of a Rural Community



Source: WVU Office of Health Sciences Research, October, 1997

WVRHEP Community Service Contacts
June 1, 1996 - May 31, 1997

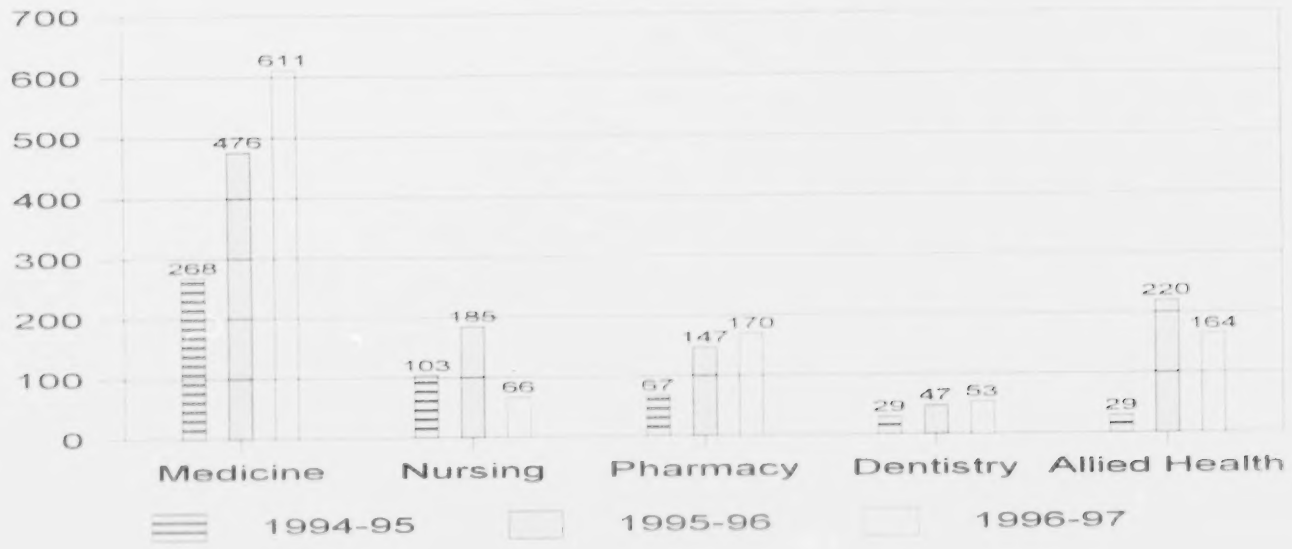
Consortium	Prevention and Education for General Public	Prevention and Education for Adults	Prevention and Education for Children	Total
Cabin Creek Health Center Consortium	757	200	925	1,882
Cabwaylingo Health Education Consortium	2,962	235	2,283	5,480
Country Roads Consortium	239	974	2,471	3,684
Eastern Rural Health Education Consortium *Grant Memorial Hospital*	447	2,149	4,995	7,591
City Hospital, Martinsburg	1,483	739	3,334	5,556
Little Kanawha Area Consortium	2,028	218	1,445	3,691
Mountain Health Partners Consortium *St. Joseph's Hospital*	25	1,642	476	2,143
Braxton County Memorial Hospital	173	25	422	620
Grafton City Hospital	2,259	333	1,970	4,562
Rivers & Bridges Consortium	613	919	1,874	3,406
Rural Mountain Consortium	0	3,085	2,148	5,233
Rural Ohio Valley Education Resources (ROVER) Consortium	100	515	1,121	1,736
Southern Counties Consortium	506	955	1,376	2,837
Webster-Nicholas Education Consortium	707	242	651	1,600
Western Counties Consortium	355	157	984	1,496
Winding Roads Health Consortium	4,582	1,032	1,908	7,522
TOTALS	*17,236*	*13,420*	*28,383*	*59,039*

Student Rotations by County: June 1, 1996 - May 31, 1997

County	WVRHEP Student Rotation	WVRHEP Student Weeks	Other Rural Sites Student Rotation	Other Rural Sites Student Weeks
Barbour	5	22	2	12
Berkeley	103	474	--	--
Boone	26	133	1	12
Braxton	24	104	3	3
Cabell	21	103	1	4
Calhoun	6	32	2	2
Doddridge	--	--	1	6
Fayette	40	200	121	247
Gilmer	--	--	10	10
Grant	52	216	10	41
Greenbrier	106	585	73	280
Hampshire	--	--	--	--
Hancock	--	--	1	4
Hardy	18	95	--	--
Harrison	35	152	5	32
Jackson	18	95	11	50
Jefferson	20	94	3	8
Kanawha	70	329	6	27
Lewis	36	106	8	13
Lincoln	15	57	5	38
Logan	4	20	72	376
Marion	17	52	3	18
Marshall	27	185	9	40
Mason	21	82	4	32
McDowell	9	61	2	8
Mercer	--	--	76	302
Mineral	10	38	9	11
Mingo	4	10	--	--
Monroe	19	74	1	4
Monongalia	--	--	8	48
Morgan	9	38	--	--
Nicholas	8	37	11	29
Ohio	2	4	--	--
Pendleton	3	28	--	--
Pleasants	--	--	1	4
Pocahontas	1	7	2	10
Preston	32	123	15	83
Putnam	17	69	11	40
Raleigh	7	39	79	304
Randolph	39	174	6	28
Ritchie	6	24	--	--
Roane	21	130	--	--
Summers	16	74	3	8
Taylor	57	347	1	6
Tucker	9	36	--	--
Tyler	6	33	--	--
Upshur	51	250	--	--
Wayne	51	201	7	28
Webster	25	129	--	--
Wirt	1	4	--	--
Wood	--	--	2	16
Wyoming	14	60	5	32
Kentucky	2	5	--	--
TOTALS	1,123	5,131	590	2,216

Student Rotations by School/Discipline: June 1, 1996 – May 31, 1997

School/Dicipline	WVRHEP		Other Rural Sites	
	Student Rotations	Student Weeks	Student Rotations	Student Weeks
Alderson-Broaddus				
Nursing	--	--	--	--
Physician Assistant	58	195	--	--
Bluefield State College				
Nursing	--	--	--	--
College of WV				
Physician Assistant	52	288	--	--
Nursing	--	--	--	--
Marshall University				
Psychology	2	30	--	--
Medicine	148	589	25	88
Nursing	39	268	10	99
WV School of Osteopathic Medicine	178	895	326	1413
West Virginia University				
Social Work	5	33	--	--
Medical Technology	--	--	--	--
Nursing	23	89	35	187
Charleston	3	24	5	40
Potomac State College	--	--	6	6
Glenville State College	--	--	23	23
Psychology	3	32	--	--
Physical Therapy	16	76	--	--
Dentistry	53	219	--	--
Dental Hygiene	16	87	--	--
Medicine	222	823	20	78
Medicine-Charleston	63	297	6	28
Pharmacy	169	917	6	28
Pharmacy-Charleston	1	4	--	--
West Virginia University Institute of Technology				
Nursing	1	4	127	225
Dental Hygiene	12	12	1	1
Other: Out-of-State Schools	27	166	--	--
Other: In-State Schools	17	39	--	--
Other	15	44	--	--
TOTALS	1,123	5,131	590	2,216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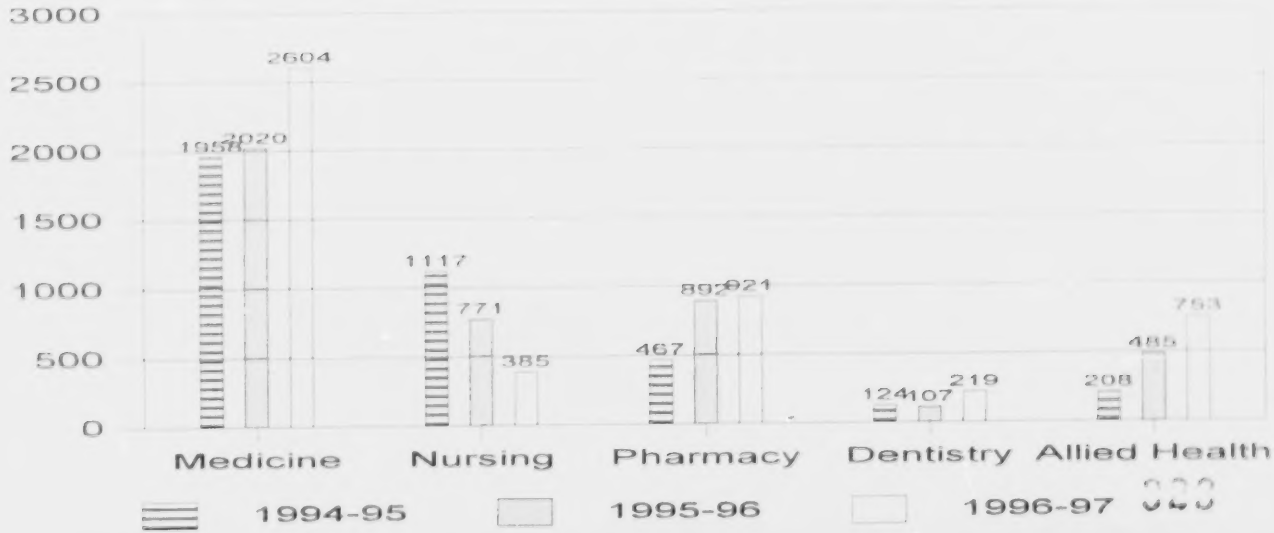
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124
107
219
208
485
753
Medicine
Nursing
Pharmacy
Dentistry
Allied Health
1994-95
1995-96
1996-97

Appendix

General: Percentages may not add to 100 due to rounding.

Page 78
This table indicates only the number of first-time, full-time freshmen taking one or more developmental courses in the fall semester. It may underestimate the total number of freshmen requiring developmental courses since other freshmen may enroll in developmental courses during the spring semester.
This figure represents the number of freshmen enrolled in a pre-college algebra workshop which is offered separately from WVU's regular courses. Students pay a separate fee for the workshop and do not receive WVU credit. While this figure is not entirely comparable with those of the other institutions, it is the best available approximation.

Page 88
This table indicates only the number of first-time, full-time freshmen age 25 and over taking one or more developmental courses in the fall semester. It may underestimate the total number of non-traditional freshmen requiring developmental courses since others may enroll in developmental courses during the spring semester.
Developmental course enrollment for students age 25 and over is not available for West Virginia University.
West Virginia University enrollment is not included in these averages.

Page 100
Academic research includes any externally sponsored activity, grant, or contract which is designed to advance or produce new knowledge; it does not include sponsored non-research activity such as training grants.
Dollar values include both direct and indirect costs; based on grant/contract budget document.
For West Virginia University, the data included in this report represent only those projects which received budget activity during the fiscal year 1996-97 (no-cost extensions and obligations of either a new or supplementary nature). This is obligations only, not expenditures. This includes funding acquired by the university as a result of a grant or contract. Excluded are gifts from foundations, federal and state line items, and awards made to individuals.

Page 101
Full-Time Equivalent (FTE) faculty represents the number of full-time instructional faculty and part-time faculty who are involved in instruction and instruction-related activities.
Total figures may not reflect true sum due to rounding of original figures.

Page 103 and Page 105
Southern Regional Education Board (SREB) Definitions of Institutional Categories
Four-Year 1: Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 disciplines (based on a federal classification of instructional programs) with no more than 50 percent of the doctorates in any one category. West Virginia institution in this category: West Virginia University
Four-Year 3: Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 disciplines. West Virginia institution in this category: Marshall University
Four-Year 6: Institutions awarding fewer than 30 master's, education specialist, post-master's, or doctoral degrees. West Virginia institutions in this category: Bluefield State College, Concord College, Fairmont State College, Glenville State College, Shepherd College, West Liberty State College, West Virginia University Institute of Technology, and West Virginia State College.
Two-Year 1: Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded. West Virginia institutions in this category: Potomac State College of WVU, Southern WV Community & Technical College, WV Northern Community College, and WVU at Parkersburg.
Specialized: Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools. West Virginia institutions in this category: West Virginia Graduate College and WV School of Osteopathic Medicine.

Page 122 The following are considered to be underrepresented minorities according to the Liaison Committee on Medical Education: Black American, Mainland Puerto Rican, Mexican American, and Native American/Alaskan Native.
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